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ABSTRACT

An exploratory survey yielded basic information about extended degree programs in the 13 WICHE states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Washington, Wyoming, and Utah. Survey questionnaires were sent to the 441 colleges and universities (including two-year colleges) on the WICHE mailing list; responses were received from 376. Of them, 88 reported that they offer extended degree programs falling under the definition used for the survey, or 20 percent of the higher education institutions in the west. Results are reported by institution level and control, and specific survey responses and problems are analyzed. The questionnaire is included, and programs are listed by state, program category, and type of institution. (MSE)

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EXTENDED DEGREE PROGRAMS IN THE WEST

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WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

EXTENDED DEGREE PROGRAMS IN THE WEST:

REPORT OF A SURVEY

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and

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P.O. Drawer P Boulder, Colorado 80302
An Equal Opportunity Employer

June 1976

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PREFACE

This publication is a report on one of two principal elements of a WICHE project on Extended Degree Programs in the West. The original impetus for the Extended Degree Program (EDP) project came from the WICHE Committee on the Future. Nine WICHE Commissioners were members of that Committee:

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Patrick M. Callan, Washington

John B. Connell, Hawaii

Dr. Glenn S. Dumke, California

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Sen. Patricia Saiki, Hawaii

Following review of numerous aspects of higher education in the West, the Committee on the Future recommended WICHE exploration of the status of extended degree programs in the thirteen states comprising the WICHE region.

In response to the Committee recommendations, WICHE staff members proposed an EDP project with two major facets. One facet was a region-wide survey of all higher education institutions in the region, to determine the number and nature of extended degree programs offered by those institutions. The results of that survey are reported herein. The other major facet of the EDP project is a conference on Extended Degree Programs in the West, to be held on the Berkeley campus of the University of California, in July 1976.

The purpose of the survey is to discover and report basic information on extended degree programs offered in the West, so that such information can be used by any interested agency or person. The purpose of the conference is to

bring together persons actively involved in the operation of extended degree programs for information exchange and discussion of basic issues and opportunities in the field.

The definition of "extended degree programs" used for this project covers a wide range of specific program types. This broad coverage was intentional, for the basic purpose of the survey was to obtain an over-all view of non-traditional degree-oriented programs available to constituencies in the West. It is clear from survey responses that many institutions in the thirteen western states are making special efforts to serve persons through programs other than conventional on-campus programs designed for the traditional "college-age" student.

It is hoped that both the survey report and the EDP conference will be of direct and immediate use to institutions offering or planning to offer extended degree programs. The listings of programs and persons to contact concerning those programs may facilitate communication among program personnel for mutual benefit. Basic information on program characteristics should help all interested persons to estimate what program areas are well developed and what areas invite further development. Information on common problems may stimulate exploration of possible solutions to those problems.

In addition, this general report highlights the need for detailed study of extended degree programs. It would be very useful to have in-depth regional information on extended degree program instruction, organization and management, outcomes, clientele and potential clientele, financing, and predictions for the future. It is hoped that this report will help to stimulate such further study; specific suggestions are included in the report.

The survey findings, and recommendations forthcoming from conference participants, will provide direction for any future WICHE activities related to extended degree programs.

It is clear that there is strong interest in the subject of extended degree programs among personnel of higher education institutions in the West. This is evidenced by the very high response rate on the survey. With only one follow-up, by mail, the response rate was over 85 percent, an extraordinarily high rate for a mail survey.

The WICHE Commissioners and staff wish to express our deep appreciation to the hundreds of persons who responded to the survey questions. This report, and any benefits which it may provide, is possible only because these persons took time from their very busy schedules to answer the questions asked.

I

Introduction and Summary of Findings

Introduction

This is a report of an exploratory survey* intended to yield basic information about extended degree programs in the thirteen WICHE states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

Of particular importance to the entire WICHE project is the definition of "extended degree programs," for it influences the survey and conference content, and will doubtless have some effect on the nature and scope of future related activities undertaken by WICHE.

After considering several alternatives, WICHE staff members agreed upon the following definition:

> Extended degree programs are defined as: organized programs or courses of study which lead to the award of <u>any academic degree</u> 1) by an agency or organization other than a teaching institution (e.g., Connecticut Board for State Academic Awards); <u>or</u> 2) through opportunities extended beyond traditional procedures, programs, locations, <u>or</u> time frames.

This definition was stated at the beginning of the questionnaire. For further clarification, the following explanation was provided in the questionnaire, immediately following the definition.

Extended degree programs may be distinguished from traditional offerings by:

> Type of Student Enrolled--such as working adults, housewives, young and older adults motivated to study independently, or others who cannot easily

---

*It should be noted that the survey instrument was designed, and the survey initiated, by WICHE staff members other than the authors of this report.

come to the campus or do not wish to devote full time to classroom work.

Location of Degree-Creditable Learning Experience--such as regional center offerings, field work, home study, or other off-campus programs.

Method of Instruction--such as non-lecture or non-classroom teaching and learning methods, distinctive from those common in higher education.

The report summarizes the information gathered in the survey of higher educations institutions throughout the West. Neither the survey nor the report is exhaustive, but it is hoped that the information provided herein will serve at least four functions.

One function of this report is to provide information about selected characteristics of western extended degree programs as a whole, and characteristics of sub-groups of those programs. These characteristics, described in Section II of the report, are presented in terms of summaries of responses to items in the mail survey instrument (Appendices C and D).

A second function of the report is to identify problem areas and variables critical to the success of extended degree programs, as listed by professionals in the field. These problems and critical variables are reported in Section III.

Section IV addresses a third function of the report, which is to list areas in which the authors believe there is need for more information concerning the purposes, clienteles, and operations of extended degree programs in the West. There are many unanswered questions, generated by examination of responses to the survey, and through other means. These questions suggest additional investigation which could be undertaken.

Another function of the report is to provide a listing of most of the extended degree programs offered by the colleges and universities in the West. Responding institutions and their programs are listed in Section V of

the report, with the names, addresses, and telephone numbers of persons who can be contacted for more information about the programs.

This report does not include a review of literature in the field. Therefore the report does not include a comprehensive bibliography. However, WICHE has compiled a separate bibliography on extended degree programs, which is available upon request.

Survey Response Rates

Survey questionnaires were sent to the 441 colleges and universities in thirteen western states which are included in the WICHE mailing lists. Responses were received from 376 of the 441 institutions, for an 85.3 percent overall response rate. By sector, the response rate was 87.3 percent for all four-year colleges and universities and 83.5 percent for all two-year institutions. Data from 72 public four-year colleges, 106 private four-year colleges, and 182 public two-year and 11 private two-year colleges were used to prepare this report. Responses were received from five two-year colleges which were not identified. Additional details of the response rates are displayed in Table I. It should be noted that the designation "four-year" is used here for all institutions other than the two-year colleges. Hence, "four-year" institutions include those which offer advanced graduate degrees as well as those which offer only the baccalaureate.

A non-respondent bias check was conducted by telephoning a small (10 percent) random sample of non-respondent institutions. There were 65 non-respondent institutions; seven institutions were telephoned in the non-respondent bias check. Of the three four-year institutions contacted for this check, all three reported by telephone that they do have extended degree programs. Of the four two-year institutions contacted, two reported that they offer extended degree programs. On the basis of this non-respondent check, it is clear that this re-

port is conservative, and that the proportion of western institutions offering extended degree programs exceeds the 20.0 percent reported in Table I.

TABLE I. RESPONSE RATES

	Total Institutions	Responding Institutions		EDP Institutions	
	N	N	%	N	% of Responding Institutions/ % of Total Institutions
All Institutions	441	376	85.3	88	23.4/20.0
Four-year	204	178	87.3	63	35.3/30.9
Public	84	72	85.7	37	51.4/44.0
Private	120	106	88.3	26	24.5/21.7
Two-year	237	198	83.5	25	12.6/10.5
Public	220	182	82.7	23	12.6/10.5
Private	17	11	64.7	2	18.2/11.8
Unidentified		5	2.1		

Distribution of Programs:

The responding institutions reported 184 extended degree programs: 96 related to occupational-career development, 35 in arts and sciences, 21 in other specified content areas, and 32 programs which were reported in very general terms. Category definitions are given in Section II immediately following this introduction. The number of programs offered in each of the four categories, by each type of institutions, is shown in Table II.

The four-year public institutions offer extended degree programs predominantly in occupational-career education, with relatively few in the arts and sciences category. Private four-year institutional programs fall into much the same pattern with a slightly higher proportion in arts and sciences. Two-year colleges tended to report programs in general terms, rather than by a title related to

program content. The reporting terms referred to site of instruction, (i.e. neighborhood centers, military bases, etc.), and to degrees or programs offered (i.e. all associate degrees, all programs, etc.). Ten arts and sciences programs and eleven occupational-career programs were identified by the titles from the 48 programs reported by the two-year public institutions. Those programs categorized as "Other Specific" and "General" may, in reality, be arts and sciences or occupational-career in content but, as shown in Appendix B, many titles did not clearly specify program content. Four of the five extended degree programs reported by private two-year colleges were in the occupational-career area.

TABLE II. DISTRIBUTION OF EXTENDED DEGREE PROGRAMS BY PROGRAM CATEGORIES AND TYPE OF INSTITUTION

	Type of Institution									
	Total Programs		4-Yr Public		4-Yr Private		2-Yr Public		2-Yr Private	
Program Categories	N	%	N	%	N	%	N	%	N	%
Occupational-Career	96	15.2	58	74.4	23	43.3	11	22.9	4	80
Arts and Sciences	35	19.0	12	15.4	13	24.5	10	20.8	0	
Other Specific	21	11.4	2	2.6	8	15.0	11	22.9	0	
General	32	17.4	6	7.7	9	16.9	16	33.3	1	20
Total EDP's	184	100	78	100	53	100	48	100	5	100

In instances where program content was not specified in the survey responses, clarification was requested on the forms which were sent to responding institutions, asking for approval of entries to be made in the EDP Directory (Section V of this report). However, the report publication schedule did not allow time for revising the data bank used in the analysis sections of the report. Therefore, the Directory contains more specific information on content than is reflected in other sections of the report.

Programs in Planning

Eighteen of the institutions presently offering extended degree programs reported plans (at various stages of development) for additional programs. Professional and preprofessional-type programs at the bachelor or graduate degree level are being planned, for the most part, with arts and science-related programs mentioned by only two institutions.

Summary of Findings

There are no short and simple ways to describe western extended degree programs as a whole, for there is a great deal of variation in program content and operation. This, of course, is as the situation should be, for such programs are intended to serve a wide range of client interests and needs. However, it is possible to note some important characteristics of programs and to make a few qualified generalizations. This summary is an attempt to pull together such highlights and generalizations.

The Extended Degree Program survey instrument was mailed to 441 institutions of higher education in the thirteen western states. The response rate for the survey was 85.3 percent, extraordinarily high for a mail survey. Eighty-eight institutions reported that they offer programs which fall under the definition of "extended degree programs" used for this survey. This number equals 20 percent of the higher education institutions in the West. Forty-four percent of the four-year public institutions and 10.5 percent of the two-year public institutions offer extended degree programs. In the private sector, extended degree programs are offered by 21.7 percent of the four-year institutions and 11.8 percent of the two-year institutions. Together, these institutions offered, in the Spring of 1976, 184 extended degree programs.

The extended degree programs reported are designed for a wide range of clients. However, the responses indicate that "Housewives and Working Adults" and "Special Occupational Groups" (clearly, the two groups overlap) are especially popular target groups for extended degree programs.

In this survey, the only question addressed specifically to student characteristics asked about student age. From the responses, it is clear that the programs now offered have particular appeal for persons in their 30's and 40's.

The completion rate is reported to be fairly high for those programs which have been in operation long enough to produce graduates. For more than a third of the programs, it was reported that three-fourths or more of the students who start the program complete it, and earn a degree. In considering completion rates, it should be kept in mind that it is quite likely that many persons enter extended degree programs to attend a limited number of specific courses, and have little intention of earning a degree.

The primary focus of the survey was upon characteristics of programs. The following paragraphs present principal findings concerning major characteristics of western extended degree programs as a whole.

On the whole, the programs are relatively new. While a few programs are more than ten years old, nearly half (49 percent) the programs are less than three years old, and another third of the programs are between three and five years old.

There is a considerable variety of program content, ranging from programs designed specifically for persons in a particular occupation to programs with broad arts and sciences coverage. Of the 184 programs, 96 are in occupational-career areas, 35 are in arts and sciences, 21 are in other specific areas which do not fall into the first two categories, and 32 were reported in quite general terms, so that the program content is not readily classifiable.

Respondents to the survey were asked to indicate the principal non-traditional features of programs offered by their institutions. "Type of Student" was reported as a non-traditional feature of 70 percent of the programs, "Location of Instruction" for 70 percent, "Method of Instruction" for 43 percent, and "Content of Program" for 34 percent.

Forty-four percent of the programs lead to the bachelor's degree, 32 percent to the associate degree, 30 percent to a graduate degree, and 8 percent to other

degrees. A number of programs are applicable to more than one level of degree. A very large majority (77 percent) of the degrees are awarded by a single institution. Fifteen percent are awarded by a consortium or state system, and the remainder by other agencies or organizations.

The responses indicate that, overall, there is considerable flexibility in curricular options such as scheduling of learning activities, capability of completing programs on a part-time basis, and the option of taking course work on several different campuses. However, for more than two-thirds of the programs there is a structured or required curriculum, a concentration or major is required, and there is a required distribution among courses. (The last named may be related to the structured curriculum requirement.)

The "Principal Locations of Learning Activities" for the programs are quite varied, including: a regional learning or extension center as the primary site for a fourth of the programs, a community center for 14 percent, a military base for 13 percent, and the student's home for 7 percent. For 29 percent of the programs, the primary learning site is the main campus of the offering institution, while "Other" sites were indicated for 20 percent of the programs.

A matter of special interest to many persons is the source of funding for extended degree programs. For 51 percent of the programs, the primary source of funding is student fees. Twenty-six percent of the programs were reported as being funded primarily by institutional subsidy. Eight percent of the programs are supported primarily by a grant from an external source. A variety of other sources was reported for individual programs.

The survey reported here provides previously uncollected information concerning extended degree programs offerings throughout the West. Such broad-based information is an essential first step in understanding the services provided through such programs, and the issues related to programs and their

services. Further, the information gathered in this survey provides major segments of a necessary base for decisions about future research and service activities related to extended degree programs.

It is hoped that the information obtained will be of interest and of intrinsic usefulness to persons concerned with extended degree programs. Specifically, it is hoped that this report will 1) help to inform persons who are interested in the operation of these programs in the West, but who have not previously had broad-based information available, and 2) stimulate increased communication among persons involved in the planning and operation of extended degree programs.

Looking to the future, two basic questions arise: What should be done to add to the extended degree program information base? What should be done to improve the service of extended degree programs to the people of the western states?

From these basic questions there arise various specific questions, many of which are listed in Section IV of this report. Some of the more critical of these questions are:

- Who are the persons now served through extended degree programs?
- Who are the persons who might be interested, but who are not now served through extended degree programs?
- What is the comparative effectiveness and efficiency of extended degree programs vs. traditional on-campus programs? How can effectiveness and efficiency be increased?
- What are the effects of alternative policies regarding funding? Regarding intra-state and inter-state cooperation?
- What is the future need for extended degree programs?

Clearly, these are complex questions. To answer them will require detailed study and analysis at various levels of aggregation of programs. Several states

have made major progress toward answering such questions, but the issues are by no means clearly decided. Further, there is need for study of many of the issues at a regional or sub-regional level.

It is the hope and intent of those concerned that this study and the related July 1976 Conference on Extended Degree Programs in the West will provide important information and stimulation for continuing study and improvement of this important service of higher education.

II

Selected Characteristics of Programs

Program Categories

As noted in the Preface and the Introduction, the survey upon which this report is based is an exploratory examination of extended degree programs in the West. For this reason, the extended degree program definition used in the survey is quite broad, in order to ensure inclusion of a wide range of program types in the survey. Similarly, several of the items in the survey instrument were phrased so as to include a wide range of responses. To sharpen the focus of this report, the responses to some items are grouped so as to provide categories within which comparability is greater than it would be if only one category were used.

The categories are of particular importance for the responses to questionnaire Item 3, which asked the respondents to "Please identify extended degree programs by title or brief description (e.g., BA in Ecological Economics, Center for Personalized Instruction, etc.) and check any characteristics that apply. . . ." The program identification in Item 3 is then used in many of the subsequent items. The program title responses to Item 3 gave, in nearly all cases, a clear indication of the program content area. However, the program description responses in some cases did not indicate program content. Therefore, the four categories used in grouping the responses to Item 3 differ in implied scope. The responses to Item 3 were grouped into the following four categories.

1. Occupational-Career Programs--all programs for which the title or description indicates a primary emphasis upon a particular skill, or a particular profession or other occupation, e.g., nursing, drafting, business. Such programs include both pre-service and in-service program levels.

2. Arts and Sciences Programs--all programs for which the title or description indicates a primary emphasis upon a content area traditionally classified in collegiate arts and sciences, e.g., literature, sociology, mathematics.
3. Other Specific Programs--all programs for which the title or description indicates a particular content or a focus upon a particular clientele, but for which the content is not classified as occupational-career or as traditional collegiate arts and sciences, e.g., "Women in Transition," "Urban Studies," "Senior Scholars."
4. General Programs--all programs for which the description (or title, in a few cases) does not clearly indicate content or clientele of the program, e.g., "Dial-A-Class," "Contract Majors," "Neighborhood Center."

Appendix B contains listings of the specific program titles and descriptions assigned to each category.

In the immediately following parts of this section, there are discussions of each of the four categories of programs. These discussions relate program categories to responses on the following questionnaire items, in the order indicated.

Non-Traditional or Unconventional Features (Item 3)

Principal Location of Learning Activities (Item 7)

Level of Degrees Awarded (Item 4)

Type of Student for Whom the Program Is Designed (Item 8)

Age of Students (Item 12)

Age of Program (Item 10)

Enrollment for Current Academic Year (Item 11)

Primary Sources of Funding (Item 13)

Proportion of Entering Students Who Receive a Degree (Item 14)

Curricular Options or Requirements (Item 9)

In the following discussion, those responses common to 50 percent or more of the program categories are reported as characteristics of program types. In some instances, attention is also drawn to responses with especially low frequency. All summary response data are displayed in Appendices C and D.

Occupational-Career Programs

The major non-traditional characteristic of occupational-career related extended degree program reported by all institutions is location or site of instruction. Learning activities were reported at all learning sites except in the home. Sixty-five of the 96 programs (68 percent) are offered at regional learning or extension centers. Nearly all of these 65 are offered by public four-year institutions. Private four-year colleges offer only 7 of 23 occupational-career programs at a business location. No two-year college programs are offered at a business location, while over 50 percent of the two-year college programs of this type are conducted at the main campus.

The two-year colleges award associate degrees, except for one baccalaureate degree awarded jointly by a private two-year college and a private four-year college. About one-half (39) of the 80 extended degrees awarded by four-year institutions in occupational-career programs are baccalaureate degrees and about one-half (41) are graduate or professional degrees. Private colleges award slightly more graduate degrees (12) than baccalaureate degrees (10). Programs in health-related fields lead most often to the bachelor's degree, and those in education and business fields tend to culminate in a graduate or professional degree.

A difference appears to exist between the two-year and the four-year institutions in the student types for whom the programs were designed.

Seventy-nine percent of the programs at the four-year institutions are designed for special occupational groups. More of these programs are in business and administration than in any other field. Nearly 50 percent of (28 of 57) the programs were also designed for the "housewives and working adults" group. The two-year colleges reported 50 percent of the programs were designed to serve the same age students as are served in conventional programs. It should be noted, however, that "conventional" programs at these colleges serve students in a wide age range. Therefore, the response differences reported here do not necessarily mean that programs in the two types of institutions serve different age groups.

Two-year colleges reported that 44 percent of their programs are designed to serve students who are confined or beyond commuting distance. These colleges also reported that 44 percent of the programs were designed to serve special occupational groups and 22 percent were designed to serve unemployed and economically disadvantaged persons.

Sixty-three percent of the occupational-career programs at all reporting institutions have been in operation for less than two years. However, there are variances by type of institution. At the four-year institutions over 50 percent of all occupational-career programs have been available to students for less than five years, while at the two-year colleges 27 percent of the programs have been offered for less than five years. It can be concluded from the responses that occupational-career extended degree programs at two-year colleges have been in operation longer than those at four-year institutions.

The programs vary greatly in size of enrollments for the current academic year (1975-76). Thirteen of the eighty programs at four-year institutions enrolled fewer than 25 students. Nearly one-half (39) of the programs reported by four-year institutions enrolled 25 to 100 students, while about one-third (28) of the programs had an enrollment of over 100 students. Most programs at

two-year colleges enrolled fewer students per program than did the four-year institutions. However, the military career program offered by Hawaii Community College, a two-year institution, reported an enrollment of over 1000 students. Predictably, the newer programs enrolled fewer students than did those programs which had been operating longer.

The student provides the major source of funding in the form of student fees for 59 of the 95 extended degree occupational-career programs. At two-year public colleges institutional funds supplied primary support for five of eleven programs. A total of seven programs at all institutions were supported primarily by outside grants.

Information was not available on the completion rate for about half the occupational-career programs. Many of these have been in operation too short a time to have had any students complete the program. However, in approximately one-fourth of the occupational-career programs reporting completion rates, "all or almost all" of the students complete the program they start. In the case of the two-year private college programs, it was reported that almost all students who began a program received degrees.

Curricular options as shown in Table III indicate the different opportunities available to students in extended degree occupational-career programs. Although a concentration or major is required and the curriculum is prescribed or structured, flexible scheduling of learning activities and the opportunity to complete the program entirely on a part-time basis makes it possible for the employed adult to enroll and to earn a degree. In 7 of 11 programs at two-year public colleges a student is permitted to begin the program at any time. This further serves the working student. Fourteen of 16 programs in two-year colleges require distribution among courses in order to provide a general education for students.

Arts & Sciences Programs

In the Arts and Sciences category, the non-traditional or unconventional program feature most frequently reported by both two-year and four-year institutions were: 1) type of student for whom the program was designed, and 2) location of instruction. Institutions also reported that 16 of the 35 programs in this category had a non-traditional method of instruction and that 16 (not necessarily the same 16) had content different than conventional programs.

The main campus was reported as the instructional site for 29 percent of the programs. A regional learning or extension center is the location 26 percent of the programs and a community center for 20 percent.

The degree awarded upon the successful completion of 54 percent of the non-traditional arts and sciences programs is the baccalaureate degree. Forty percent of the programs lead to an associate degree and 20 percent of the programs end with a graduate, professional, or other degree. As indicated by these percentages, some programs have more than one degree level. Degrees for 29 of the 35 programs reported are awarded by a single institution.

Four-year institutions reported that most extended degree programs in the arts and services are designed for special occupational groups. At the two-year college programs in this category tend to be designed for the same type of student as in conventional programs. Other types of students for whom over 50 percent of the arts and sciences programs are designed include military personnel, ethnic minorities, housewives and working adults, and people confined or beyond commuting distance. Four-year private institutions reported that 8 of the 13 programs are designed for ethnic minority students while four-year public institutions reported 5 of 11 programs are designed for these students.

Programs at two-year colleges enroll students from all age groups, with 40 percent of the students in the "middle to late 20's," compared with only 13 percent of the students in four-year institutions falling in this age range. Over 50 percent in the four-year colleges are in their 30's and 40's. This is similar to the pattern found for students in occupational-career programs.

Arts and sciences extended degree programs, on the whole, have been in operation longer than occupational career-type programs. Two-thirds of the arts and sciences programs have been offered for more than three years, compared with about one-third of the occupational career programs which have been in operation over three years.

The two-year colleges reported larger enrollments than did four-year colleges. The two-year public institutions reported 60 percent of their programs had enrollments of over 100, with one program over 1000. One-third of the programs offered by public four-year colleges had fewer than 25 currently enrolled. Five of the 11 programs had enrollments of 25-100 and fewer than one-fifth of the programs in the public four-year colleges had over 100 students enrolled and over half of the programs had 25-100. Only 2 of the programs reported an enrollment of fewer than 25 students.

Half of the programs at four-year public institutions are supported primarily by student fees and half by institutional subsidy. All of the programs in this category offered by four-year private colleges are dependent upon student fees as the primary source of funding. Fifty percent of the programs at two-year colleges are supported primarily by institutional subsidy. The other programs are supported by student fees, outside grants, or by other sources.

For the 19 of 35 programs on which completion data were reported, all or almost all of the students completed the programs which they began. In about 5 percent of the programs, half or less than half of the students reached completion. A number of the programs were reported as not having been in operation long enough to have graduates.

Curricular features reported for 50 percent or more of the arts and sciences extended degree programs, in order of frequency, are as follows:

1) concentration or major required
2) students may earn degree or complete a program entirely on a part-time basis
3) most or all of the curriculum is structured or prescribed
4) flexible scheduling of classes or learning activities
5) course work at several different campuses is possible
6) distribution among courses is required (e.g., general education)

Other options or requirements reported for fewer than 50 percent of the programs are shown in Table III. It should be noted that no private two-year institution reported any extended degree programs in this category.

Other Specific Programs

Twenty-one programs reported by titles which did not readily relate to the arts and sciences or to the occupational-career categories are identified in the tables as "Other Specific Programs." Titles of programs included in this category are shown in Appendix B. No programs in this category were reported by two-year private colleges.

These programs tend to serve a non-traditional type of student, and this was reported as the primary non-traditional feature. Ten of the 21 programs reported were located at the main campus with eleven programs offered at various locations, including three at extension centers and four at military bases.

Nontraditional methods of instruction were reported for 9 of the 21 programs and unconventional program content was reported for 6 of the programs.

One-third of these programs were at the associate degree level. However, over half of the respondents did not complete this item for this program category.

Students for whom these programs were designed represent all the types listed on the questionnaire. Half of the programs at two-year colleges serve the same type of students as found in conventional programs. Over one-third of the programs were designed for military personnel. Three of the eleven were designed for ethnic minorities, three of eleven for housewives and working adults, three of eleven for the unemployed and economically disadvantaged, three of eleven for older citizens, three of eleven for others. (Note that Item 8, from which these data are taken, allows for more than one response per program.) At four-year private colleges five of the eight programs are designed for housewives and working adults. One-fourth of the programs are designed for older citizens. Some programs are designed for military personnel, ethnic minorities, the disadvantaged and persons confined or beyond commuting distance. The two programs reported by four-year public institutions are designed for special occupational groups, ethnic minorities, housewives and working adults, and the disadvantaged.

The two-year colleges reported that 5 of the 11 programs in this category served primarily students whose ages ranged from the mid- to late 20's and that 5 of the 11 programs served students whose ages ranged from 18 upward. Fifty percent of the programs at four-year colleges (both public and private) serve students primarily in their 30's and 40's. The two programs reported by four-year public colleges enrolled students in the mid- to late 20's age range.

Programs in this category range in length of operation from less than one year to more than ten years. Most programs at the four-year public colleges are one to five years old. Fifty percent of those at four-year private institutions are also one to five years old. However, at the private institutions one program was reported to have been in operation less than one year and one for over ten years. Two programs at two-year colleges have been in operation for less than one-year, three programs from one to two years, three programs from three to five years, and three programs for six to ten years.

Programs which have been in operation for shorter periods of time tend to have smaller enrollments. Five of the eleven programs at two-year colleges currently enroll fewer than 25 students. On the other hand, two of the 11 programs have enrollments of over 1000. One-third of the programs enroll from 101 to 500 students. All of the four-year public college programs enroll fewer than 100 students. Programs at the four-year private institutions currently enroll 25 to 500 students.

Programs in this category ("Other Specific") have a variety of primary sources of funding. For all programs at four-year private colleges, student fees are the major source of funding. The two programs reported by four-year public colleges are supported primarily by institutional subsidy and outside grants. Five of the 11 programs at two-year colleges are primarily supported by institutional subsidy and five receive principal funding from other sources, such as military assistance, employer reimbursement, etc. One program is supported by an outside grant.

No information was available on the completion rate for 13 of the 21 programs. Programs on which data were available show completion rates ranging from one-fourth of the students in one program (which was changed after it began) to all or almost all.

Curricular options tended to be the same as reported for arts and sciences programs and for occupational career programs with the addition of 1) students designing their own programs, and 2) students determining their own pacing. In addition, two-year colleges permitted students to begin the programs at any time, to take course work at different campuses, and to devise learning contracts with faculty members. Details of curricular options and requirements are shown in Table III.

General Programs

The programs which are classified as "general" are those programs which were not identified by specific content or program title. Institutional responses assigned to this category fall into four general areas: type of degree awarded, location of instruction, time schedule of classes, and method of instruction.

Methods of instruction which identify programs include contract majors, independent study, Dial-A-Class, TV education, challenge exam, CLEP, etc. Two-year public colleges also give credit for life experience as indicated by the program title.

Both four-year and two-year public institutions offer these programs at nontraditional locations and often identified the programs by location, i.e., Neighborhood Center, Shopping Center, Regional Satellite, and Off-Campus. Three-fourths of the programs at public two-year colleges were at sites other than the main campus, including extension centers, business sites, home, military bases and other.

Although four-year colleges offered associate degrees in four programs, these institutions offered baccalaureate degrees in 12 of the 15 programs and six graduate or professional degrees. Six of the 21 programs at two-year colleges led to joint certificates between the institution and another agency such as a labor union or a business.

Four-year college programs in this category were designed primarily for housewives and working adults. Students for whom most of the two-year college programs were designed were the same as those in conventional programs. About half of these programs were also designed to serve students who are confined or beyond commuting distance. Students enrolled in these programs at four-year institutions are primarily in their 30's and 40's. Students at two-year colleges represent all age groups.

The length of time these programs have been in operation varies from less than one year to more than 10 years, with approximately two-thirds of the programs reported as having been in operation three years or more.

Enrollment in this category of programs tends to be higher than in the other three categories. Only one-fourth of the programs enroll less than 25 students, while two-thirds have enrollments of over 100 students. Eight programs have enrollments of over 1000, with five of these programs offered by two-year public colleges.

Student fees are the primary source of funding for these kinds of programs at four-year colleges. One-fourth of the two-year college programs are supported primarily by outside grants or other funding sources. One-third of all the two-year college programs in this category are funded by other sources.

Information on completion rates was available for only 14 of the 32 programs in this category. The completion rates ranged from one-fourth of the students completing a program they began to almost all students completing the programs. Completion rates appear to be better in four-year college programs.

Most of the "General" programs have a structured or prescribed curriculum. However, the reporting institutions indicated that various curricular options are available, the most common being flexible scheduling of learning activities,

and the student option of completing the program on a part-time basis. Other options or requirements, and the frequency of their use, are detailed in Table III.

Students

Extended degree programs exist for the purpose of extending educational opportunities to individuals to pursue college degree programs without the time and space restrictions common to conventional programs. The Commission on Non-traditional Study described non-traditional study as putting the student and his needs first and the institution and its convenience second.[1] The data gathered in this survey do not provide detailed information on the extent to which student needs have priority in the western extended degree programs. However, some relevant information was acquired in the survey. This subsection draws attention to some aspects of response to student needs which have not been discussed earlier in this section.

Programs designed for military personnel display specific characteristics. The institutions provide the learning activities at military locations, some of which are on board ship or in states other than the one in which the institution is located. Because the students for whom the programs are designed are concentrated in large numbers at military sites these programs tend to have large enrollments. No program was reported to have an enrollment of less than 25 and only 5 of the 30 programs designed for military students reported an enrollment of 25-100. Twenty-four programs had enrollments of over 100 and six of these programs enrolled over 1000 students. Military personnel in extended degree programs tended to be younger than other students enrolled in these programs. The age range reported by the institutions was 18 to 30 years.

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[1] Commission on Non-Traditional Study, Diversity by Design. San Francisco: Jossey-Bass, 1973, p. xv.

The primary source of funding for programs designed for military personnel was reported as student fees. However, some institutions reported that military support was provided for these programs.

Programs designed to serve unemployed and economically disadvantaged students are primarily supported by outside grants. These programs tend to be occupational-career type programs. The students in this group range in age from 18 to 50.

Students described as confined or beyond commuting distance are enrolled in programs for which a variety of non-traditional primary learning sites are used. These include extension centers, community centers, the home, or, as mentioned above, at military installations. Student fees are the primary source of funding for programs designed to meet the needs of these students.

Older students tend to participate in programs designed to serve other types of students, not specifically senior citizens. Programs which attract the older students are offered at community centers or on the main campus. These students are found in programs with small enrollments, usually fewer than 100. Fees paid by students provide the major source of funding for the programs in which the older students enroll.

Cooperative and Consortium Extended Degree Programs

Degrees earned in extended degree programs are awarded through several organizational structures. For 142 programs (78 percent of total), degrees are awarded by single institutions. However, eleven of the programs (6.0 percent) lead to degrees offered by an interinstitutional consortium. Degrees for nineteen programs, (10.3 percent of total) were awarded by a college or univeristy system. One two-year college awards certificates in occupational programs jointly with an apprenticeship council.

Several cooperative arrangements were reported. A private two-year college in Alaska and a private four-year college in California offer joint program degrees. This was the only interstate cooperative arrangement reported. Within state boundaries, two-year colleges and four-year colleges are, in some instances, working together and in other instances such cooperative arrangements are in the planning stages.

In Washington, the State University at Pullman offers a program in Hotel and Restaurant Management in Seattle. A lease agreement permits the students to have full use of facilities of the Seattle University Campus. Students receive Washington State University credit for certain courses taught by Seattle University. The degree is awarded by Washington State University.

The University of Nevada at Las Vegas and the University of Nevada, Reno (which are 440 miles apart) have a cooperative program for the Doctor of Education degree, which allows students to earn a degree awarded jointly by the two institutions.

California has had two statewide extended degree program efforts, the University of California Extended University and the Consortium of the California State University and Colleges (CSUC). Because of changes in funding patterns, the former is being phased out. The Consortium of California State Universities and Colleges continues, with its external degree programs operated on a self-support basis.[2]

The CSUC Consortium has degree-granting authority, and is in the process of accreditation. However, at the time this report was written,

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[2] Medsker, Leland, et al., "Update on Case-Study Programs," mimeographed materials distributed for Policy Seminar on Extended Degree Programs, November 4-5, 1975, p. 4.

most degrees were being awarded by individual campuses, with some awarded on a joint campus basis. Almost all of the 19 CSUC campuses participate in external degree programs, either in campus-based programs or in statewide or regional programs involving more than one institution. The Consortium has developed a system whereby individual campuses or clusters of campuses administer cooperative programs. The responsibility of the Consortium lies in developing (with extensive faculty involvement) new program proposals, with the participating campuses being responsible for implementing and administering the programs. The Consortium also fosters statewide efforts such as development of systemwide procedures for awarding credit for life experience. The Consortium also administers the Regents External Degree Examination.[3]

In this study, no information was received with respect to out-of-state institutions or organizations offering programs in any of the western states, although various programs do exist, such as NOVA- and Antioch-sponsored programs. This appears to be one area which needs additional study.

Future, more detailed or more specialized studies of Extended Degree Programs in the West should also investigate in depth the area of cooperative offering of programs. It would seem fruitful to examine, in particular, such factors as present interstate operation of programs, present additional inter-institutional cooperation not identified through this study, and both geographic and content areas in which interstate or inter-institutional cooperation might enhance services to the people of one or more states.

Another area of investigation which might well prove fruitful is that of cooperation between higher education institutions and agencies not

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[3] Ibid, p. 10.

usually considered to be primarily educational in nature. For example, existing and potential cooperative arrangements between business and education, between the military and education, and between governmental offices and education all seem to warrant full examination and description. Such arrangements serve thousands of persons each year, and it would be helpful to all interested persons to learn what cooperative models are most successful, and what procedures and problems must be dealt with.

A third area of particular interest is that of the procedures now used, or procedures needed, to avoid unnecessary duplication or overlapping of extended degree program services. Discussions with professionals in the field indicate that this is an area of concern, particularly with regard to programs which operate on an interstate basis.

III

Problems and Critical Variables

One function of this report is to identify problems encountered in the operation of extended degree programs, and to identify factory regarded by respondents as critical to the success of extended degree programs. The problems were identified from responses to Item 15 in the survey instrument (Appendix A). This item listed twenty problem areas, and was left open-ended so that respondents could add other problem areas. Responses were sought in terms of problems encountered by the offering institution, and were not subdivided according to programs. All problems identified by the respondents, and the frequency ranking of those problems, are listed in Table IV.

Among many of the four-year public institutions, problems related to funding are clearly of major importance. "Lack of funds" was reported as a problem by nearly one-fourth of the EDP institutions in this category. Second in rank is "Higher costs to the student relative to conventional programs," also reported as a problem by just under one-fourth of the institutions. "Problems of faculty compensation and recruitment" was checked by close to one-fifth of the EDP respondents. (It should be noted that response rates on "Problems" are not additive, for multiple responses to this item were invited.)

This concern on the part of the four-year public institutions about funding and related matters is emphasized by the fact that institutions in this category listed 12 funding-related items as "critical variables for success" of the programs.

The four-year private institution responses were rather evenly distributed. The top-ranked problem, "Institution's concern about academic standards," was checked by only nine institutions (8.5 percent).

Second rank (eight responses) was given to both "Recruitment of students" and "Difficulty in assessing non-classroom or experiential learning."

There was a similar spread of responses from two-year public institutions, with "Inadequate or inappropriate counseling and other support services" top ranked in frequency (checked by 8.2 percent of respondents in this category). Tied for second rank (checked by 6.6 percent) were "Recruitment of appropriate faculty," and "Problems of communication between adjunct and on-campus faculty."

Among the small number of private two-year EDP institutions, "Lack of funds" was the problem with the highest frequency rank. However, it was checked by only three of the 11 institutions.

The combined responses of all institutions show that 10 percent of the institutions find "Lack of funds" a problem. Rather close second and third rank in frequency (8.9 percent and 8.4 percent institutional response, respectively) are "Institution's concern about academic standards," and "Inappropriate or inadequate counseling and other support services." Critical variables were noted by respondents in questionnaire Item 17, an open-ended item. All responses to this item are displayed in Table V.

Table V contains a listing of all the factors which respondents indicated are "Critical Variables for Success" of extended degree programs at their institutions. It is not feasible to summarize these factors, for they cover a wide range. It may be noted, however, that there are commonalities among the responses, as is evidenced by the fact that most responses may be placed in one of five categories: Student Related, Faculty Related, Administration Related, Funding Related, and Community Related.

TABLE III. CURRICULAR OPTIONS AS INDICATED BY RESPONDENTS

Curricular Option or Requirement	Occupational - Career								Arts and Sciences								Other Specific								General							
	4 Year				2 Year				4 Year				2 Year				4 Year				2 Year				4 Year				2 Year			
	Public		Private		Public		Private		Public		Private		Public		Private		Public		Private		Public		Private		Public		Private		Public		Private	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Credit for prior work or life experience	11	19.0	6	26.1	5	45.5	0	-	5	41.7	11	84.6	1	10	0	-	0	-	2	25	5	45.5	0	-	3	50	5	55.6	7	43.8	1	100
Flexible scheduling of classes or learning activities	30	51.7	14	60.9	8	72.7	4	100	6	50.0	13	100	2	20	0	-	1	50	6	75	8	72.7	0	-	6	100	7	77.3	12	75	1	100
Students may begin the program at *any* time (as opposed to *start of term* only)	7	12.1	6	26.1	6	54.5	0	-	2	16.7	4	30.8	1	10	0	-	0	-	3	37.5	8	72.7	0	-	3	50	6	66.7	7	43.8	1	100
Students design their own unique programs	9	15.5	3	13.0	1	9.1	0	-	3	25.0	9	69.2	2	20	0	-	2	100	3	37.5	4	36.4	0	-	2	33.3	3	33.3	6	37.5	1	100
Most or all of the curriculum is structured or prescribed	7	81.0	14	60.9	8	72.7	3	75	6	50.0	5	38.5	5	50	0	-	2	100	4	50	7	63.6	0	-	5	83.3	6	66.7	10	62.5	0	-
Learning contracts are devised between students and faculty	10	17.2	5	21.7	2	18.2	0	-	1	8.3	6	46.2	1	10	0	-	0	-	3	37.5	5	45.5	0	-	1	16.7	4	44.4	9	56.3	1	100
Concentration or major is required	53	91.4	19	82.6	7	63.6	4	100	9	75.0	6	46.2	5	50	0	-	2	100	6	75	4	36.4	0	-	5	83.3	6	66.7	5	31.2	1	100
Distribution among courses (e.g., general education) is required	28	48.3	5	21.7	9	81.8	4	100	9	75.0	8	61.5	7	70	0	-	2	100	3	37.5	6	54.5	0	-	1	16.7	8	88.9	8	50	1	100
Pacing of programs is determined by students individually	15	25.9	6	26.1	5	45.4	0	-	5	41.7	10	76.9	2	20	0	-	2	100	6	75	6	54.5	0	-	3	50	6	66.7	7	43.8	1	100
Course work at several different campuses is possible	28	48.3	10	43.5	8	72.7	0	-	5	41.7	9	69.2	7	70	0	-	0	-	3	37.5	7	63.6	0	-	5	83.3	6	66.7	7	43.8	1	100
Students may earn degree or complete the program entirely on a part-time basis	48	82.8	15	65.2	11	100	4	100	10	83.3	12	92.3	10	100	0	-	2	100	8	100	11	100	0	-	6	100	8	88.9	10	62.5	1	100
Comprehensive examination	14	24.1	8	34.9	0		3	75	4	33.3	2	15.4	1	10	0	-	0	-	0	-	2	18.2	0	-	3	50	0	-	2	12.5	0	-
Other (please specify)	3	5.2	0	-	1	9.1	0	-	2	16.7	5	38.5	0	-	0	-	0	-	1	12.5	1	9.1	0	-	1	16.7	4	44.4	0	-	0	-
TOTAL	58		23		11		4		12		13		10		0		2		8		11		0		6		9		16		1	

N = the number of programs of the indicated type, in the indicated institutional type, reported as having a given option or requirement

% = the percent of the total number of programs reported as having that curricular option or requirement. For example, 11 programs in the occupational career category at four-year public institutions have the option of giving credit for prior work or life experience. Eleven programs is 19% of the total 58 programs reported by respondents

TABLE IV. PROBLEMS ENCOUNTERED BY INSTITUTIONS OFFERING EXTENDED DEGREE PROGRAMS AS IDENTIFIED BY RESPONDENTS

Problems (In order listed in questionnaire)	INSTITUTIONAL RESPONSES														
	4 Year						2 Year						All Institutions* N = 371		
	Public N = 72			Private N = 106			Public N = 182			Private N = 11					
	n	%	Rank	n	%	Rank	n	%	Rank	n	%	Rank	n	%	Rank
No evident external demand or need for such development	1	1.4	14	0	-		1	.5	11	0	-	-	2	0.5	16
Recruitment of students	8	11.1	7	8	7.5	2	4	2.2	8	0	-	-	20	5.4	8
Recruitment of appropriate faculty	7	9.7	8	7	6.6	3	12	6.6	2	1	9.1	3	27	7.3	4
Inadequate preparation of students	2	2.8	13	2	1.9	7	4	2.2	8	0	-	-	8	2.2	13
Lack of interest within the institution	11	15.3	5	3	2.8	6	5	2.7	7	0	-	-	19	5.1	9
Faculty resistance	12	16.7	4	5	4.7	5	8	4.4	5	2	18.2	2	27	7.3	4
Institution's concern about academic standards	11	15.3	5	9	8.5	1	11	6.0	3	2	18.2	2	33	8.9	2
Suspicion of passing fad	5	6.9	10	2	1.9	7	3	1.6	9	0	-	-	10	2.7	11
Lack of funds	17	23.6	1	7	6.6	3	10	5.5	4	3	27.3	1	37	10.0	1
Problems of budget based on FTE units	12	16.7	4	2	1.9	7	6	3.3	6	0	-	-	20	5.4	8
Problems of communication between adjunct and on-campus faculty	6	8.3	9	6	5.7	4	12	6.6	2	1	9.1	3	25	6.7	6
Higher costs to the student relative to conventional programs	16	22.2	2	3	2.8	6	4	2.2	8	0	-	-	23	6.2	7
Problems of faculty compensation and recruitment	13	18.1	3	7	6.6	3	6	3.3	6	0	-	-	26	7.0	5
Inadequate or inappropriate counseling and other support services	10	13.9	6	5	4.7	5	15	8.2	1	1	9.1	3	31	8.4	3
Difficulty in assessing non-classroom or experiential learning	4	5.6	11	8	7.5	2	5	2.7	7	0	-	-	17	4.6	10
Lack of standardized or validated examinations or other assessment techniques	2	2.8	13	2	1.9	7	5	2.7	7	0	-	-	9	2.4	12
Accreditation	5	6.9	10	1	.9	8	1	.5	11	0	-	-	7	1.9	14
Licensing and certification	2	2.8	13	1	.9	8	1	.5	11	0	-	-	4	1.1	15
Employers' concerns about graduates qualifications	0	-		0	-	-	1	.5	11	0	-	-	1	.3	17
Acceptance of graduates into advanced education or graduate schools	3	4.2	12	0	-	-	1	.5	11	0	-	-	4	1.1	15
Other (please specify)	5	6.9	10	0	-	-	2	1.1	10	0	-	-	7	1.9	14

N = number of institutions which offer extended degree programs

n = number of institutions identifying this problem

$\% = \frac{n}{N} \times 100$

Rank = Rank of problem by frequency of identification by respondents

* excluding 5 unidentified institutions

TABLE V

FACTORS CRITICAL TO THE SUCCESS OF EXTENDED DEGREE PROGRAM

AS IDENTIFIED BY RESPONDENTS

FOUR-YEAR INSTITUTIONS

Public	Private
Student Related	
Identification of student population to be served (7)*	Real student needs (5)
Good and available institutional support services (4)	Identify and develop work experience stations
Self-paced study opportunities	Lack of support services for a limited operation
Graduates of Extended Degree Program demonstrated equal or superior achievement compared with campus graduates	
Strong marketing-recruiting student population	
Student desire and need	
Accreditation because linked with recruitment	
Gear program to student needs	
Personal student contact	
Peer contact	
Student flexibility	
Faculty Related	
Faculty support (9)	Faculty support
Curricular consultation between part-time and regular faculty	Enthusiasm of faculty
Responsive faculty	Identification of appropriate faculty
Faculty initiative	
Commitment to program objectives	
Creativity of program coordinator	
Available high-quality adjunct faculty (4)	
Imaginative committed faculty leaders	
Faculty motivation	
Flexible work schedule	
Faculty development	
Administration Related	
Academic coordination	Administrative initiative(7)
Flexible scheduling	Institutional commitment (2)
Risk-taking administrators	Clear-cut program goals
Administrative initiative (10)	Division of authority
Campus administrator support (5)	Interrelated administrative organization
Commitment to program objectives	
Adequate research	
Specific administrative leadership	
Administrative support above dean's level	
Support of President, Dean of undergraduate studies, Dean of education	

* ( ) indicates number of institutions identifying this critical variable.

TABLE V, continued

FOUR-YEAR INSTITUTIONS

Public	Private
Administration (con't)	
Autonomy	
Support to expand Extended Degree Program	
Funding Related	
State funds for start up costs (3)	Adequate funds for limited class sizes
Restriction of being self-supporting	Funding from state
Budgeting considerations - administrative costs	Merit pay scale
State financial aid to permit lower student fees (2)	
External funding	
Eventual funding on a regular fee basis	
Faculty load/overload reimbursement (2)	
Lack of funding	
Funding after start-up (2)	
Funds to support personnel	
Budget support	
Cost of support services	
Community Related	
Good publicity	Full cooperation by army
Community support	Community commitment and support (3)
Business organizations want in-house programs	Available and appropriate TV programs
Character of service area	Significant number requested program and helped get funding
Community support from black and Indian population	Major objective: serve the community
Public school district cooperation	Communication
Program advertising	Environmental group opposition
	Assistance of public school district
	Support of county commissioner
	Support of BIA
Other	
Sequential offerings at local classrooms	Dedication to this type of program
Intersegmental cooperation with community colleges	Available courses
Relevant curriculum and program structure	Convenient time blocks
Coordination of world-wide support course programs	Work-school coordination
Viewed as competing with resident program	Program direction
Field-based	Quality control
Cooperative	
Needs assessment	
Aware of changing governmental requirements	
Effective program management	
Evaluation	
Limited adequacy of facilities	

TABLE V, Continued

TWO-YEAR INSTITUTIONS

Public	Private
Student Related	
Student recruitment	none
Different admission criteria	
Possible market saturation	
Identify specific student population	
Faculty Related	
Faculty support	none
Funding for faculty	
Selection of specialized faculty	
Personnel for new thrusts	
Faculty commitment to Extended Degree Program philosophy	
High-quality instruction and instructors	
Personnel, faculty, competence, flexibility, conceptual range	
Administration Related	
Administrative initiative (3)	none
Administrative support (2)	
Funding Related	
High-tuition costs	none
Financial encouragement from employer	
Cost of individualized program	
Budgeted program support (2)	
Program development funds	
Community Related	
Community awareness	none

Section IV

Some Unanswered Questions

There are, of course, many questions still to be answered concerning extended degree programs in the West. The survey herein reported provides an overall view of such programs, but there was no attempt in the present survey to obtain detailed information on such matters as specific characteristics of students in the programs, policies and procedures related to degree-credit determination, student and faculty evaluation of programs, etc. The following pages contain lists of questions in several major areas. The authors of this report believe that answers to these questions are important to a fuller understanding of the roles and functioning of extended degree programs in the thirteen western states.

Answers to these and similar questions would provide information necessary for both policy and procedure decisions. As with any educational enterprise, there is need for extended degree program information - often in considerable detail, to enhance understanding, to improve planning and operation, and to provide a sound base for evaluation. It may be assumed that many of the following questions have been asked and answered concerning particular programs, program systems, or states. However, the authors have not discovered information which answers these questions concerning the West as a whole, or concerning sub-regions in the West, such as two adjacent states.

It seems clear that there is need for answering these types of questions at the state level, in sub-regions, and for the entire West. By obtaining and analyzing such information, all concerned can learn from the experience of other institutions and programs, can consider cooperative ventures to increase service and reduce duplication, and in other ways can improve the effectiveness and efficiency of programs for the benefit of present and prospective clients.

Areas and questions suggested for further analysis of Extended Degree Programs in the West:

Planning

- How do institutions determine the needs of clients or prospective clients in their service areas?
- How are special client groups identified and how are programs designed to meet the needs of such groups?
- What planning processes are used by the institutions?
- Who is involved in planning?
- What processes are or should be implemented for efficient phase in/phase out of programs?

Students

- What kinds of students are enrolling in extended degree programs in the West?
  - sex
  - previous education experience
  - socio-economic status
  - occupation
  - special educational needs, etc.
- What methods of student recruitment have been used? With what success?
- How do institutions cope with market saturation of a specific population?
- Should and do EDP students meet the same admission requirements as conventional students?
- How can the educationally disadvantaged or low-access student best be served?
- What unmet needs do EDP students perceive?
- What services are needed and available to part-time EDP students?

- How can institutions accommodate older students with educational handicaps?
- How should EDP be designed to give students what they need vs. what they want?
- What is the effect of EDP on students over a period of time?

  Learning motivation

  Learning achievement

  Job skills

  Occupational mobility

  Social skills

  etc.

- What are student opinions of EDP programs?

Credit

- How does the problem of credit based on certification of competence vs. hours in a classroom affect future education for the student?
- How is competence-based credit awarded? Standardized exams? Internally devised exams? Other?
- What methods are used to determine award of credit for prior life and work experience? CAEL? Other?
- How is credit awarded for courses offered by non-collegiate sponsors?
- What is the transferability of credit between institutions and between states?
- What type of credit repository would be operable? Credit bank? Regional open university? Consortium arrangement?
- What state developments are needed to cope with colleges from outside the state offering "far-flung" programs?

Programs

- What methods have proven to be effective in facilitating adult learning?

- Why do non-traditional programs tend to move toward graduate level offerings?
- How does EDP content compare with that of on-campus programs?
- What community resources can and are being used for extended degree programs?
- What is the extent, use, and effect of newspaper courses in the West?
- What learning activities have been used? How effective are they?
- What impact have EDP's had on traditional postsecondary education?

Administrative Organization

- What internal organization has been effective for offering EDP?
- How should EDP interface with continuing education, extension, adult education, etc?
- What patterns of staffing, organization, and program increase the overall flexibility and capability of EDP to adapt to new demands?
- What are the implications of various external patterns of organization, i.e., new institution for EDP, consortium and cooperative arrangements, credit by exam for external degree, etc.?
- What state level or regional level mechanisms can be developed for counseling and referral of potential students?

Faculty

- What are faculty attitudes regarding EDP programs?
- What is the impact of participation in non-traditional programs on faculty careers and professional development?
- What are the roles and effectiveness of adjunct faculty?
- How are the EDP faculty selected and compensated?
- What kinds of faculty are involved in EDP?
- What are the staffing arrangements for EDP?
- What is being done for professional development of EDP faculty and staff?

Financing

- What are the critical issues related to financial support of EDP?
- How have institutions coped with financial problems?
- What kinds of external support are available and have been used?
- What are the most appropriate and feasible means of financing EDP?

Quality (accreditation, evaluation)

- How can EDP best be evaluated?
- How can academic standards and program quality be maintained?
- What is the experience of EDP graduates in negotiability and credibility of the extended degree?
- To what extent are and should accrediting bodies and professional organizations be involved in evaluation and accreditation of EDP?

Other

- What effect have state and/or federal actions had on EDP?
- What state and/or federal actions should be recommended to support EDP?
- How can faculty and administrators in EDP's at different institutions communicate and work together?
- Is there a need for continuing involvement of WICHE or other regional or sub-regional organizations in EDP in the West.

V

DIRECTORY
OF
EXTENDED DEGREE PROGRAMS
IN THE
WEST

JUNE 1976

This Directory of Extended Degree Programs in the West is intended to assist educators by providing information about extended degree programs and to facilitate sharing of ideas and cooperation among institutions. The directory lists 187 programs which institutions have identified under the definition given in the introduction of this report. Program information was collected from representatives of the institutions by the Office of Program Development, Regional Services Unit, of the Western Interstate Commission for Higher Education in the spring of 1976.

Institutions which have reported extended degree programs are listed alphabetically, in "two-year" and "four-year" categories, within states. Entries include name and address of the institution, name and telephone number of the contact person for extended degree programs, and a list of programs offered by each institution. All information is given as supplied to us by the contributors.

This Directory would not have been possible without the interest and cooperation of those persons from the institutions who responded to our survey. We extend to them our thanks. We also wish to extend our personal appreciation to our WICHE colleagues, and especially to Denise Chavez y Garcia, whose energy and intelligence contributed much to the Extended Degree Program project.

Thomas M. Shay
Lilla E. Engdahl

ALASKA

Two-Year Institutions

Programs

Kuskokwim Community College
P. O. Box 368
Bethel, AK 99559

Chris W. Butzen
Registrar
907/543-2621 x 35

Land Resource Management	A.A.
Business Administration	A.A.
Education	A.A.
Office Occupations	A.A.
Sociology	A.A.
Behavioral Science	A.A.
Early Childhood Development	A.A.
Eskimo	A.A.
Public Administration	A.A.

Sheldon Jackson College
Box 479
Sitka, AK 99835

Dr. Charles C. Bovee
VP for Academic Affairs

Elem. Teacher Educ. - S.E. AK	B.A.
Rural Management - S.E. AK	A.A.

Four-Year Institutions

Programs

University of Alaska
Fairbanks, AK 99701

Peggy Spencer
Administrative Secretary
Office of Facilities, Budget Development, and Institutional Studies
907/479-7591

WAMI - Washington, Alaska, Montana, Idaho - Experimental Medical Extension Program in collaboration with the Univ. of Washington School of Medicine — Doctoral Degree in Medicine

University of Alaska
Juneau, AK 99802

Dr. Lawrence Lee Oldaker
Coordinator, Division of Educ.
907/789-7431 x 112

Elementary Education — B.Ed.

CALIFORNIA

Two-Year Institutions	*Programs*	
City College of San Francisco 50 Phelan Avenue San Francisco, CA 94112 Warren R. White Dean - Evening Division 415/239-3581	Banking and Finance General Education	A.A. A.A.
Coast Community College District 1370 Adams Avenue Costa Mesa, CA 92626 Dr. Bernard J. Luskin President Coastline Community College 714/556-5606	All programs	A.A.
Don Bosco Technical Institute 1151 San Gabriel Blvd. Rosemead, CA 91770 Rev. John Malloy President 213/280-0451 x 13	Metallurgy Building Technology Electronics Automotive Technology Drafting & Design Manufacturing Technology Management Technology Photolithography Technology	A.S. A.S. A.S. A.S. A.S. A.S. A.S. A.S.
Gavilan College 5055 Santa Teresa Blvd. Gilroy, CA 95020 George Champion Dean - Off Campus Programs 408/842-0412 or 842-6002	Certificate for Voc/Tech, Associate Degree, PREP Gavilan College is a Servicemens' Opportunity (SOC) College, and offers vocational/career/occupational and liberal arts/sciences transfer programs to active-duty servicemen (Navy NCFA and Army Project Ahead students) wherever they may be. The College has programs on over 200 Navy and Coast Guard ships and a dozen land bases (January 1976). It evaluates and gives credit for non-	

(Continued on next page)

(Gavilan College - cont.)

traditional forms of education and training previously received by the student, and assists the student to receive a vocational Certificate of Completion or an Associate Degree. All kinds of major programs which are offered on the home campus can be pursued by the off-campus, out-of-district students.

Monterey Peninsula College
980 Fremont
Monterey, CA 93940

Dr. George J. Faul
President/Superintendent
408/649-1150

All programs	A.A.

Ohlone College
P.O. Box 909
Fremont, CA 94537

Dr. Neil McCallum
Dean of Instruction
415/657-21C[illegible] x 215

Dial-A-Class (courses via radio)

Orange Coast College
2701 Fairview Road
Costa Mesa, CA 92626

Samuel R. Peterson
Director of Institutional Research
714/556-5542

Contract Education
Cooperative Work Experience Ed.
Television Education
Retraining
College-Level Examination Prog.

Petaluma Center, Santa Rosa Junior College
331 Keller Street
Petaluma, CA 94952

Duane Blackwill
Coordinator
707/763-3578

Business	A.A.
Child Development	A.A.

Santa Monica College 1815 Pearl Street Santa Monica, CA 90405 Russel L. Lewis Dean of Instructional Services 213/392-4911 x 221	Arts Social Science	A.A. A.A.
Yuba College 2088 North Beale Road Marysville, CA 95901 Algeo H. Brill Vice President 916/742-7351 x 204	Business General Education Liberal Arts Many programs offered by Yuba College can be completed at off-campus locations, including general lower division requirements and AA degree requirements.	

Four-Year Institutions	*Programs*	
Armstrong College 2222 Harold Way Berkeley, CA 94704 David A. Jensen Learning Recognition Program Coordinator 415/848-2500 x 28	Learning Recognition Program	B.B.A. or B.S.
California Lutheran College Thousand Oaks, CA 91360 James C. Jackson Administrative Assistant to the Associate Dean 805/492-2411 x 361	Camarillo State Hospital Widney HS Administration of Justice in West L.A. Pt. Mugu Naval Base, Moorpark Comm. Clg., Taft HS, Woodland Hills, N. Hollywood, Ventura, Westchester, Bakersfield, Anaheim Industrial/Business sites--Ventura Cnty. & Pt. Mugu Naval Base Industrial/Business sites--Ventura County	MS - Sp. Ed. BS - Psy. MA & MS Ed. MSAJ MS/MA Ed. MBA MPA

California State College, Bakersfield 9001 Stockdale Highway Bakersfield, CA 93309 Roy R. Dull Dean of Continuing Education 805/833-2207	Business Administration - China Lake/Ridgecrest Nursing - Kern County Education - Bishop, Porterville	B.S. B.S. M.A.
California State College, Dominguez Hills 1000 East Victoria Dominguez Hills, CA 90747 R. Herbert Ringis Associate Vice President Extended and Innovative Programs 213/532-4300 x 491	Business Administration Science Med. Tech. Humanities Administration Environmental Studies	Master's Master's Master's BA & MA Master's Master's
California State College, San Bernardino 550 State College Parkway San Bernardino, CA 92407 Stephen A. Bowles, Dean Continuing Education 714/887-7527	Education Social Sciences	M.A. B.A.
California State College, Sonoma 1801 East Cotati Avenue Rohnert Park, CA 94928 Charles E. Wallace Coordinator, Continuing Educ. 707/664-2394	Criminal Justice Counseling Education Liberal Arts Medical Technology Psychology	B.A. M.A. M.A. B.A. M.S. M.A.
California State University, Chico Chico, CA 95926 Ralph F. Meuter Associate Vice President -- Academic Affairs & Dean for Regional & Continuing Educ. 916/895-6105	Public Administration Social Science Business Social Welfare & Corrections Liberal Studies Public Administration Social Science Environmental Planning	B.A. B.A. B.A. B.A. B.A. M.P.A. M.A. M.A.

California State University, Fresno Fresno, CA 93740 Henry F. Fricker Assistant Dean, Continuing Ed. 209/487-2549	Public Administration Environmental Planning Early Childhood Education Liberal Arts	Master's M.A. M.A. B.A.
California State University, Fullerton 800 N. State College Blvd. Fullerton, CA 92634 William F. Murison Associate Vice President for Continuing Education 714/870-2611	Public Administration	Master's
California State University, Long Beach 1250 Bellflower Blvd. Long Beach, CA 90840 Leo Goodman-Malamuth Vice President for Academic Affairs 213/498-4128	Vocational Education	M.A.
California State University, Los Angeles 5151 State University Drive Los Angeles, CA 90032 Thomas M. Graham Dean of Continuing Education & Innovative Programs 213/224-3176	Nursing Industrial Technology Option in Fire Protection Health Care Administration Public Administration Environmental Planning	B.S. B.S. B.S. M.A. M.A.
California State University, Northridge Adm. Bldg. 302 Northridge, CA 91324	Engineering Early Childhood	M.S. M.A.

(Continued on next page)

(California State University - Northridge - cont.)

Lennin H. Glass
Dean of Continuing Educ.
213/885-2641

New programs in Fall, 1976:	
Public Administration	M.P.A.
Environmental Planning	M.A.

California State University, Sacramento
Sacramento, CA 95819

Dr. Raymond L. Endres
Dean of Continuing Educ.
916/454-6101

Criminal Justice	B.A.
Health Care Administration	B.A.
Nursing	B.S.
Environmental Planning	M.A.
Early Childhood Education	M.A.
Vocational Education	M.A.

Chapman College
333 North Glassell
Orange, CA 92666

Merrill F. Mulch
Director, Continuing Educ.
714/633-8821 x 595

Bachelor of Music	
American Studies	B.A.
Anthropology	B.A.
Art	B.A.
Communications	B.A.
Criminal Justice	B.A.
Economics	B.A.
Business Administration	B.A.
English	B.A.
Ethnic Studies	B.A.
Foreign Languages	B.A.
Government	B.A.
History	B.A.
Humanities	B.A.
International Studies	B.A.
Philosophy	B.A.
Physical Education	B.A.
Religion	B.A.
Social Work	B.A.
Psychology	B.A.
Sociology	B.A.
Spanish	B.A.
Biology	B.S.
Chemistry	B.S.
Mathematics	B.S.
Geological Sciences	B.S.
Natural Science	B.S.
Physics	B.S.

Golden Gate University 536 Mission Street San Francisco, CA 94105 Ronald C. Lee, Dean College of Special Programs 415/391-7800 x 340	Management Transportation Management Accounting Public Administration Economics Management Health Services Banking Tax Public Administration	B.S. B.S. B.A. B.A. B.A. B.A. M.B.A. M.B.A. M.B.A. M.B.A. M.P.A.
University of California, Hayward 25800 Hillary Hayward, CA 94542 Forrest L. Mayer Dean of Continuing Education 415/881-3605	Public Administration Teacher Education Business Administration Nursing	Master's Master's B.A. B.S.
Immaculate Heart College 2021 North Western Avenue Los Angeles, CA 90027 Marian Sharples, IHM Director, Life Career Program 213/462-1301 x 234	Liberal Arts	B.A.
La Verne College La Verne, CA 91750 W. Donald Clague Vice President, Academic Affairs 714/593-3511 x 220 & 253	Early Childhood Education Teaching of Reading School Administration Management Counseling Communication Disorders	M.Ed. M.Ed. M.Ed. M.S. M.S./M.Ed. M.S. M.P.A.
Mills College Oakland, CA 94613 Arthur Kaplan Administrative Assistant to the Dean of Faculty 415/632-2700 x 344	Dual degree program (5 years) with B.A. at Mills and B.S. in Engineering at Stanford, U.C., Berkeley, or Boston University; Resuming students (usually part-time)	

New College of California 777 Valencia Street San Francisco, CA 94110 Robert R. Rahl Dean	Humanities, External Degree, Independent Study	B.A.
Pepperdine University 24255 Pacific Coast Highway Malibu, CA 90265	Administrative Science Bus. Admin. II, III, Presidential Organizational Development Liberal Studies	B.S. M.B.A. M.S. B.A.
Orange County Campus	Public Administration	M.S./M.A./ M.P.A.
Orange County Campus	Human Resources Management	B.A./M.A.
Orange County Campus	Psychology	M.A.
Pitzer College 1050 Mills Claremont, CA 91711 Polly Rabinowitz Associate Director of Special Programs 714/626-8511 x 3151 or 3915	Liberal Arts--New Resources Program	B.A.
Saint Mary's College P. O. Box 397 Moraga, CA 94575 Robert L. Terrell Director, Office of Experimental & Extended Education 415/376-2540	Financial Planning Social Science	A.S. B.A.
San Francisco State University 1600 Holloway San Francisco, CA 94132 Dr. Shepard A. Insel Dean of Continuing Education 415/469-1371	Voc. Educ. Business Administration Liberal Arts Public Administration Voc. Educ. Environmental Planning We participate in the CSUC Consortium which awards external degrees in a variety of subjects. However, we are	B.S. B.A. B.A. Master's Master's M.A.

(Continued on next page)

(San Francisco State University - cont.)

	only the delivery system. The Consortium gives the degree. NOTE: all except the B.S. in Voc. Educ., which is our own campus degree.	

San Jose State University
125 S. 7th Street
San Jose, CA 95192

James R. Beck
Director of External Degrees
408/277-2214

Health Care Administration	B.A.
Business Administration	B.A.
Nursing	B.A.
Health Science - Community Health	B.A.
Public Administration	M.A.
Vocational Education	M.A.

United States International University
10455 Pomerado Road
San Diego, CA 92131

Dr. Thomas A. MacCalla
(by Donna McCarthy)
Vice President
International Program Services

Social and Behavioral Sciences	M.A.
Social and Behavioral Sciences	Ph.D.
Organizational Behavior	M.S.
Organizational Behavior	Ph.D.
Business Administration	M.B.A.
Business Administration	M.I.B.A.

University of California, Berkeley
119 California Hall
Berkeley, CA 94720

Fritz Stern
Principal Budget Analyst
415/642-1044

Business Administration	M.B.A.
Engineering	M.S.
Public Health	M.P.H.

University of California, Davis
Davis, CA 95616

Richard Dorf
Dean of Extended Learning
916/752-2820

All undergraduate and master's degrees

University of California, Irvine Irvine, CA 92717 Donna Mayer Statistical Information Coordinator 714/833-7152	Social Ecology Social Ecology Administration - Public Health Due to the lack of state support for our Extended University Programs, applications are no longer accepted.	B.A. M.A. M.S.
University of California, Santa Barbara Santa Barbara, CA 93106 Ernest E. Zomalt Administrative Staff Officer 805/961-2311 (program being phased out)	Law and Society Liberal Studies Computer Science Computer Science Economics	B.A. B.A. B.A. M.S. M.A.
University of California, Santa Cruz Santa Cruz, CA 95064 William Robinson, Coordinator Extended University Program 408/429-2469	Community Studies Sociology Environmental Studies	B.A. B.A. B.A.
University of Redlands Redlands, CA 92373 Gary D. Swaim, Assistant Dean Special Summer & International Programs	Liberal Studies Management	B.A. M.A.
University of San Francisco San Francisco, CA 94117 Michael M. Howe Director, Continuing Education 415/666-6563	Public Service	M.A.
University of Southern California Los Angeles, CA 90007	Washington Public Affairs Center	B.S./M.P.A.

(Continued on next page)

(University of Southern California - cont.)

Ernest J. Cioffi, Director
Program Research & Development
College of Continuing Education
213/746-7906

Flex Ed Program	B.S.
Master of Liberal Arts	M.L.A.
Military Degree Completion Program	B.A./B.S. Master's
Sacramento Area Center	B.A./M.P.A.

West Coast University
440 Shatto Place
Los Angeles, CA 90020

Eugene H. Kopp
Vice President
Academic Affairs
213/487-4433

Management Science	M.S.
Computer Science	M.S.
All (other) West Coast degrees and programs	B.S. and M.S., M.B.A.

Whittier College
Whittier, CA 90608

Richard B. Harvey, Dean
Academic Affairs

Business Administration	B.A.

COLORADO

Two-Year Institutions	*Programs*
Colorado Mountain College Glenwood Springs, CO 81601 Robert F. Metzler Director, Instruction & Research 303/945-8691 x 31	Associate in Arts Degree Associate in Science Degree Associate in Applied Science Degree Associate in Liberal Studies Degree
Community College of Denver - Auraria Campus 1111 West Colfax Avenue Denver, CO 80204	CLEP Life Experience Challenge of Courses by Examination or Committee

(Continued on next page)

(Community College of Denver - Auraria Campus - cont.)

Timothy J. Rivera
Assistant to the Vice President
303/899-8868 x 16

United States Armed Forces Institute *

(* We are a member of the consortium.)

El Paso Community College
2200 Bott Avenue
Colorado Springs, CO 80904

Dr. Fred R. Struthers
Director of Research, Planning and Development
303/471-7546 x 340

Occupational Studies:	A.S.
Automotive	
Business	
Air Conditioning	
Emergency Medical Technician	
Welding	
Construction	
Drafting	
Police Science	
Fire Science	
General Studies:	A.A./A.S.
Communications	
Humanities	
Social Science	
Mathematics	
Science	
Developmental:	
Reading	
Mathematics	
English	

Mesa College
Grand Junction, CO 81501

Director of Admissions
303/248-1376

Selected Studies — B.A.

Four-Year Institutions	*Programs*	
Colorado Women's College Montview & Quebec Denver, CO 80220 Harold A. Schofield Dean of Faculty 303/394-6977	Allied Health: Specialty Nursing	B.S.

Loretto Heights College
3001 S. Federal Blvd.
Denver, CO 80236

Elinor Greenberg, Director
University Without Walls and Other Special Programs
303/936-8441 x 221

University Without Walls I - Degree Candidates; wide variety of areas of concentration	B.A.
University Without Walls II - Special Projects; Corrections, Navajo, CBTE, etc.	B.A.
University Without Walls III - Special Students; clusters, non-degree	

Metropolitan State College
250 W. 14th Avenue
Denver, CO 80204

Richard G. Netzel
Vice President for Academic Affairs
303/292-5190 x 202 or 207

Most MSC Programs	Baccalaureate
UYA (Mgt. in Human Services)	Baccalaureate
FAA Program (Business & Engineering Tech.)	Baccalaureate
Contract Major	Baccalaureate

Regis College
50th and Lowell
Denver, CO 80221

John V. Coyne, Director
Faculty Academic Services

As of Sept. 1, 1976:

Rev. Michael J. Sheeran, S.J.
Director, Faculty Academic Services
303/433-8471 x 207

Applied Science	A.A.
Business Professions Development Program	

University of Colorado at Denver
1100 Fourteenth Street
Denver, CO 80202

Ralph E. Henard
Coordinator of Academic Planning
303/892-1117 x 224

Master of Humanities	
Population Dynamics	B.A.
Urban Studies	B.A.

University of Northern Colorado
Greeley, CO 80639

Robert O. Singer
Associate Dean--Director,
Center for Non-Traditional
and Outreach Education
303/351-2891

Outreach: External Degree Programs offered at selected sites in Colorado

Curriculum and Instruction--Cherry Creek	M.A.
Curriculum and Instruction--Denver	M.A.
Business Administration--Federal Aviation Administration (Longmont)	B.S.
Science Education with Emphasis in Elementary Science--Denver Metro Area	M.A.
Special Education--Teaching Socially and Emotionally Disturbed Children and Learning Disabilities--Littleton	M.A.

Center for Special and Advanced Programs: External Degree Programs offered throughout the United States (sites established at local request only)

Business Administration	B.S.
Business with Emphasis in Management	M.A.
Communication	M.A.
Curriculum and Instruction	M.A.
Psychology, Counseling and Guidance with Emphasis in Counseling and Guidance	M.A.
Recreation with Emphasis in Administration	M.A.
Social Science with Emphasis in Public Administration	M.A.

Donald M. Luketich, Dean
School of Educational Change
& Development
303/351-2427

SECD offers Baccalaureate, Master's, Specialized, and Doctoral Degrees. Title for the degree must not duplicate those offered by existing departments. Each student has his/her own unique title and the title must be descriptive of the program he/she completes. Student designs own program. Admission dependent upon approval of program design by SECD Advisory Board.

University of Southern Colorado Pueblo, CO 81001 Joseph Petta Dean of Continuing Education 303/549-2316	Non-Technical Business-Management Behavioral Science -- Public Service, Criminology-Corrections, Paralegal Investigations Mass Communications	A.A. B.S. B.S. B.S.

HAWAII

Two-Year Institutions	*Programs*	
Hawaii Community College 1175 Manono Street Hilo, HI 96720 Mitsugu Sumada Provost 808/961-9400	Military Career Program	Associate

Four-Year Institutions	*Programs*	
West Oahu College - University of Hawaii System 2444 Dole Street Honolulu, HI 96822 Frederick R. Mayer Dean of Faculty 808/948-7763 or 948-7785	Administrative Studies Liberal Studies Sociology Psychology English Anthropology Economics History	B.A. B.A. B.A.

IDAHO

Two-Year Institutions	*Programs*
North Idaho College 1000 West Garden Avenue Coeur d'Alene, ID 83814 Barry G. Schuler President	Regional Satellite Campuses

MONTANA

Two-Year Institutions	*Programs*
Dawson College Box 421 Glendive, MT 59330 D. H. Kettner Vice President 406/365-3396 x 7	Extension Associate (90 hours) (With certain requirements as per catalog)

NEVADA

Four-Year Institutions	*Programs*	
University of Nevada, Las Vegas Las Vegas, NV 89154 Anthony Saville, Dean College of Education 702/739-3374	Education	Ed.D.

NEW MEXICO

Four-Year Institutions	*Programs*	
New Mexico Highlands University Las Vegas, NM 87701 Ralph Carlisle Smith Graduate Dean 505/425-7511 x 221	Business Administration	M.A.

OREGON

Two-Year Institutions	*Programs*
Linn-Benton College 6500 S.W. Pacific Blvd. Albany, OR 97321 Barbara Dixon	Off-campus centers On-campus at night
Mt. Hood Community College 26000 S.E. Stark Gresham, OR 97030 Mike Stevenson Director of Research 667/1561 x 306	Apprenticeship Programs: Appliance Repair Brick Masons Carpenters Cement Masons Drywall Accoustical Glassworkers Machinists Piledrivers Radio-Television Refrigeration Shipwrights Neighborhood Center Programs/ Shopping Center Programs: Early Childhood Education Real Estate Compressed Clerical Graphics Technology Transportation & Distribution Occupational Safety and Supervision

(Continued on next page)

(Mt. Hood Community College - cont.)

Transfer Programs:

Associate Degree in Arts & Letters

Architecture and Interior Architecture
Art Education
Art History
Commercial Art
Creative Dance
English
Fine and Applied Art
Foreign Language
General Studies in Arts & Letters
Journalism
Music
Speech
Theatre

Associate Degree in Business

Business Administration
Business Education
Hotel and Restaurant Management
Office Administration
Residential Institutional Management

Associate Degree in Science

Agriculture
Applied Science and Engineering
Atmospheric Science
Biochemistry
Biology
Biophysics
Botany
Chemistry
Computer Science
Dental Hygiene (Pre-Professional)
Entomology
General Science
Geology
Health and Health Education
Industrial Technology
Mathematics
Microbiology
Pest Management for Plant Protection
Pharmacy (Pre-Professional)
Physical Education
Physics
Zoology

(Continued on next page)

(Mt. Hood Community College - cont.)

Associate Degree in Social Science

Aerospace Studies
American Studies
Anthropology
Community Services & Public Services
Economics
Elementary Education
General Social Science
Geography
History
Home Economics
Law Enforcement
Law (Pre-Professional)
Philosophy
Political Science
Psychology
Religious Studies
Secondary Education
Social Service
Sociology

Certificates

Applied Science and Engineering
Dentistry (Pre-Professional)
Engineering
Environmental Health Technology
Forestry
Landscape Architecture
Medical Technology (Pre-Professional)
Medicine (Pre-Professional)
Nursing (Pre-Professional)
Technical Journalism
Veterinary Medicine (Pre-Professional)

Vocational Technical Programs:

Preparatory Certificate Programs

Accounting Clerk
Automotive Parts Technology
Automotive Technology (Domestic)
Automotive Technology (Import)
Civil Engineering Technology
Early Childhood Education
Electronic Engineering Technology
Electronic Servicing Technology
Engineering Drafting Technology
Graphics: Camera Ready Art

(Continued on next page)

(Mt. Hood Community College - cont.)

Horticulture
Journalism Arts Technology
Business & Industrial Editing
Legal Assistant
Medical Receptionist
Nursing Assistant
Occupational Therapy Assistant
Office Machine Repair Technology
Practical Nursing
Respiratory Therapy Technician
Supervision in Business & Industry
Transportation and Distribution
Typist Receptionist
Ward Secretary
Welding

Associate Degree

Accounting Technology
Administrative Secretary
Architectural Drafting Technology
Automotive Parts Technology
Automotive Technology (Domestic)
Automotive Technology (Import)
Aviation-Professional Pilot
Business Management
Civil Engineering Technology
Cosmetology
Dental Hygiene
Early Childhood Education
Electronic Engineering Technology
Engineering Drafting Technology
Fisheries Technology
Floristry
Food Processing Technology
Forestry Technology
Funeral Service Education
Graphics Technology
Horticulture
Insuranc
Journalism Arts Technology
Legal Assistant
Legal Secretary
Machine Shop Technology
Medical Assistant
Medical Secretary
Mental Health Worker
Nursing
Occupational Safety & Health
Management

(Continued on next page)

(Mt. Hood Community College - cont.)

Office Machine Repair Technology
Physical Therapy Assistant
Radio Production Technology
Real Estate
Respiratory Therapy
Supervision in Business & Industry
Television Production Technology
Trade and Industrial Technology
Transportation and Distribution
Vocational Teacher Education

Portland Community College
12000 S.W. 49th Avenue
Portland, OR 97219

Dr. Amo De Bernardis
President

By your definition, each degree that we grant apparently falls into this category.

Four-Year Institutions	*Programs*	
Linfield College McMinnville, OR 97128 John Housley Dean of Academic Affairs 503/472-4121 x 270	Liberal Studies	B.A.
Oregon State University Corvallis, OR 97331 Fred J. Burgess Dean of Engineering 503/754-4525	Engineering Science	Master's Master's
Carvel W. Wood Professor of Education 503/754-3738	Portland Urban Teacher Education Project Warm Springs Indian Teacher Intern Project	

UTAH

Four-Year Institutions	*Programs*	
Brigham Young University HRCB 222-223 Provo, UT 84602 Wayne J. Lott, Ph.D. Supervisor, Department of Special Degrees 801/374-1211 x 4351	Independent Studies (Liberal Arts)	Associate/ Bachelor
	Family Living	Associate
	Law Enforcement	Associate
Utah State University Logan, UT 84322 Rex L. Tueller Assistant Director -- Extension for Extension Class Division 801/752-4100 x 7931	Business	M.B.A.
	Engineering	Master's
	Sec. and/or Elem. Educ.	Master's
	Occupational Safety (Engineering)	B.S.
	Industrial Technology (Aeronautics)	B.S.
Weber State College 3750 Harrison Blvd. Ogden, UT 84408 D. Parry Wilson Executive Director Institutional Studies 801/399-5941 x 675	Management-Logistics	B.S.
Westminster College 1840 South 1300 East Salt Lake City, UT 84105 Dr. Ralph V. Backman Director, Adult Education 801/484-7651 x 295	Contract Degree Business Management-Computer Emphasis	
	Contract Degree Humanistic Psychology	
	Aero-Space Marketing and Management	
	Business Administration/ Computer	Bachelor's

WASHINGTON

Two-Year Institutions	*Programs*	
Centralia College P.O. Box 639 Centralia, WA 98531 Charles Coddington Associate Dean 206/736-9391	Evening Classes - on & off campus	Associate
Tacoma Community College 5900 South 12th Street Tacoma, WA 98465 Dr. Robert R. Rhule Dean of Instruction SCAN 548-5022	McNeil Island McChord Air Force Base	Associate Associate
Washington State Community College District 17 N. 200 Greene Street Spokane, WA 99207 Alvin B. Danielson Administrative Assistant for Instruction	Natural Resources	
Wenatchee Valley College 1300 Fifth Street Wenatchee, WA 98801 Dr. Wayne Johnson Dean of Instruction 509/662-1651 x 229 Dr. William J. Muirhead Dean of Students 509/662-1651 x 261 or 262	Degree Programs: Associate in Arts Associate in General Studies Non-Degree Programs: High School Completion (H.S. Diploma) GED (H.S. Diploma) Practical Nursing (11 mos. - Certificate)	A.A. A.G.S.

Whatcom Community College
Bellingham, WA 98225

Robert E. Hamill
President
206/676-2170

Our entire operation is non-campus, so by your definition all our degrees are "extended."

Four-Year Institutions	*Programs*	
Central Washington State College Ellensburg, WA 98926 Donald M. Schliesman Dean of Undergraduate Studies 509/963-1403	Law and Justice	B.A.
	Liberal Studies	B.A.
	Liberal Arts through Indepartmental Major Program	B.A.
	Business Administration	B.S.
	Vocational Technical Trade and Industrial	B.Ed.
	Special Education	B.Ed.
	Early Childhood Education	B.Ed.
	Allied Health Sciences	B.A.
Eastern Washington State College Cheney, WA 99004 Joe W. Chatburn Dean of Continuing Education 509/359-2201	Business Administration	M.S.
	Journalism in Spokane	B.A.
	Intercollegiate Center for Nursing Education	
	University Year in Action, Criminal Justice Program, Yakima Indian Education Program, Foreign Study Program, Voluntary Program Coordination, Communication Behavior in Organizations, Servicemen's Opportunity (SOC), Labor Studies Program, Counseling and Guidance Internships, Fifth Year Teacher Certification	

Fort Wright College
W. 4000 Randolph Road
Spokane, WA 99204

Jeanne Runberg
Administrative Assistant
Academic Affairs
509/328-2970

Non-Traditional Degree Program

Gonzaga University
E. 502 Boone
Spokane, WA 99258

Dr. Harry Hazel, Jr.
Dean of the School of
Continuing Education
509/328-4220 x 288 or 289

Human Resources Management	M.S.
Bachelor of General Studies (at Fairchild Air Force Base)	B.G.S.

Seattle University
Seattle, WA 98122

Dr. George A. Pierce
Assistant to the Provost
206/626-6680

Alcohol Studies Program	
Rehabilitation	B.A./M.A.
Public Affairs	B.A.

Washington State University
Pullman, WA 99163

Eugene Clark, Dean
College of Economics and
Business
509/335-3507

Seattle Center for Hotel and Restaurant Administration	B.A.

Whitworth College
Spokane, WA 99251

Karen Dalton
Off-Campus Study Coordinator
509/489-3550 x 233

Applied Behavioral Science	M.A.
Women in Transition	
Senior Scholars	

WYOMING

Two-Year Institutions — *Programs*

Casper College
Casper, WY 82601

Dr. Peter K. Simpson
Casper Coordinator of University
of Wyoming Academic Programs
307/268-2374

Humanities and Fine Arts	Bachelor's
Social Science	Bachelor's
Mathematics and Natural Science	Bachelor's

Central Wyoming College
Riverton, WY 82501

Letah Chilston
Registrar

Criminal Justice
Options: Law Enforcement
Corrections

Eastern Wyoming College
3200 West C Street
Torrington, WY 82240

Charles Rogers
President
307/532-4191 x 23

General Studies A.A./A.A.S.
Nearly all of our programs can be completed by alternative means including extended degree programs.

P. O. Drawer P, Boulder, Colorado 80302 • (303) 492-8666

WICHE

Western Interstate Commission for Higher Education

an equal opportunity employer

M E M O R A N D U M

TO: Chief Academic Officers, Western Colleges and Universities

FROM: Kevin P. Bunnell, Director, Division of General Regional Programs, WICHE

SUBJECT: Survey of Western Extended Degree Programs

WICHE is seeking to identify extended degree programs in western colleges and universities. Extended degree programs are defined as: organized programs or courses of study leading to the award of any academic degree 1) by an agency or organization other than a teaching institution to which degree-granting authority has been extended (e.g., Connecticut Board for State Academic Awards); or 2) through opportunities extended beyond traditional procedures, programs, locations, or time frames. We believe that improved information on this potentially significant innovation in higher education will assist institutions in making difficult programming and resource allocation decisions. We request your cooperation and assistance in identifying western extended degree programs and their characteristics.

Enclosed is a copy of a Western Extended Degree Program Survey. Please route to the member of your staff responsible for any extended degree programs you may have, for return to us in the enclosed pre-addressed envelope by December 31, 1975. No postage is necessary. Also enclosed is a pre-addressed stamped post card. We would appreciate your noting on it the name and position of the staff member to whom you have routed the survey and returning it to us. If your institution presently offers no extended degree programs, please mark the box NO PROGRAM and return the card to us. We very much appreciate your assistance on this new WICHE project.

The information gathered in the survey will be organized and published by WICHE in the spring of 1976, and will be available to the western higher education community. The information gathered will also serve as a basis for planning a regional Institute on the Extended Degree, to be co-sponsored by WICHE and the Center for Research and Development in Higher Education of the University of California, Berkeley, in the summer of 1976.

Thank you again for your support and assistance.

enc.

SURVEY OF EXTENDED DEGREE PROGRAMS
In the Thirteen Western States

WICHE is seeking to identify extended degree programs in western colleges and universities. The information gathered through this survey will be published by WICHE in spring 1976 and will serve as a basis for a regional Institute on the Extended Degree in summer 1976.

DEFINITION

Extended degree programs are defined as: organized programs or courses of study which lead to the award of one academic degree 1) by an agency or organization other than a teaching institution (e.g., Connecticut Board for State Academic Awards); or 2) through opportunities extended beyond traditional procedures, programs, locations, or time frames.

Extended degree programs may be distinguished from traditional offerings by:

TYPE OF STUDENT ENROLLED--such as working adults, housewives, young and older adults motivated to study independently, or others who cannot easily come to the campus or do not wish to devote full time to classroom work.

LOCATION OF DEGREE-CREDITABLE LEARNING EXPERIENCE--such as regional center offerings, field work, home study, or other off-campus programs.

METHOD OF INSTRUCTION--such as non-lecture or non-classroom teaching and learning methods, distinctive from those common in higher education.

Please return in the enclosed addressed envelope to Office of the Director, Division of General Regional Programs, WICHE, P.O. Drawer P, Boulder, Colorado, 80302 by December 31, 1975. No postage is necessary. Please return even if your institution is presently offering no such programs so that we may have a representative and thorough picture of the availability of extended degree programs in the West. Thank you for your cooperation.

Programs to EXCLUDE

You DO NOT need to mention any of the following types of programs:

NON-CREDIT PROGRAMS--such as one-shot weekend workshops and non-credit lecture or concert series.

CONVENTIONAL PROGRAMS FOR REGULAR STUDENTS--such as interdisciplinary majors, cluster colleges, independent study for full-time students, January intersessions, and remedial or compensatory education.

OFF-CAMPUS CLASSES--such as field-based courses, practica, and internships.

NAME of person completing form _____

POSITION _____

INSTITUTION _____

ADDRESS _____

1. Does your institution currently offer any extended degree programs? ___Yes ___No (If no, please return this form to Office of the Director, Division of General Regional Programs, WICHE, P.O. Drawer P, Boulder, Colorado, 80302. If yes, please complete items 3-18.)

   Is your institution planning for implementing any extended degree programs? ___Yes ___No (If no, please return this form to Office of the Director, Division of General Regional Programs, WICHE, P.O. Drawer P, Boulder, Colorado, 80302. If yes, please complete item 2.)

2. If in planning stage, please identify by name, title, or brief description academic degree(s) to be awarded, and projected date when students will be admitted to the program.

NAME, TITLE, OR BRIEF DESCRIPTION: _____

DEGREE(S) TO BE AWARDED: _____

PROJECTED DATE OF ADMISSION OF STUDENTS: _____

NAME & TITLE OF PERSON RESPONSIBLE FOR DEVELOPING THE PROGRAM: _____

3. Please identify extended degree programs by title or brief description (e.g., BA in Ecological Economics, Center for Personalized Instruction, etc.) and check any characteristics that apply. If your institution offers more than three such programs, respond to questions 2-18 for the three best-established or most representative programs, but please note additional program titles below.

		Non-Traditional or Unconventional Features (Please check as many as apply)			
	Type of student 1	Location of instruction 2	Method of instruction 3	Content of program 4
a. _____	___	___	___	___
b. _____	___	___	___	___
c. _____	___	___	___	___

Additional Program Titles:

_____

_____

_____

_____

4. DEGREE-AWARDING ORGANIZATION: Check categories which apply.

	College or university (single institution) 1	Interinstitutional consortium 2	State college or university system 3	State higher education authority 4	Business or industrial corporation 5	Other (please identify type of organization) 6
Program a.	___	___	___	___	___	_____
Program b.	___	___	___	___	___	_____
Program c.	___	___	___	___	___	_____

5. DEGREE LEVEL: Check all degrees awarded in the programs.

	Associate degree 1	Bachelor degree 2	Graduate or professional degree 3	Other (please indicate) 4
Program a.	___	___	___	_____
Program b.	___	___	___	_____
Program c.	___	___	___	_____

6. FOCUS OF THE PROGRAM: Check all the areas of content that are emphasized in each program.

	Same content as traditional curriculum 1	Occupational and career orientation 2	General or liberal studies 3	Social problems (ecology, etc.) 4	Other (please indicate content) 5
Program a.	___	___	___	___	_____
Program b.	___	___	___	___	_____
Program c.	___	___	___	___	_____

7. PRINCIPAL LOCATION OF LEARNING ACTIVITIES: Check the one primary learning site for each program.

	Main campus 1	Regional learning or extension center 2	Business or industrial site 3	Community center, agency, or library 4	Home 5	Military bases 6	Other (please indicate site) 7
Program a.	___	___	___	___	___	___	_____
Program b.	___	___	___	___	___	___	_____
Program c.	___	___	___	___	___	___	_____

8. TYPES OF STUDENT FOR WHOM THE PROGRAM IS DESIGNED: Check all major groups at which the program is aimed.

	Same age students as in conventional programs 1	Military personnel 2	Special occupational group 3	Ethnic minorities 4	Housewives and working adults 5	Unemployed and economically disadvantaged 6	People confined or beyond commuting distance 7	Older citizens 8	Others (please identify the group) 9
Program a.	___	___	___	___	___	___	___	___	_____
Program b.	___	___	___	___	___	___	___	___	_____
Program c.	___	___	___	___	___	___	___	___	_____

9. CURRICULAR OPTIONS OR REQUIREMENTS: Please check all the following features that apply to the curriculum of this program.

a	b	c	
___	___	___	Credit for prior work or life experience
___	___	___	Flexible scheduling of classes or learning activities
___	___	___	Students may begin the program at *any* time (as opposed to *start of term* only)
___	___	___	Students design their own unique programs
___	___	___	Most or all of the curriculum is structured or prescribed
___	___	___	Learning contracts are devised between students and faculty
___	___	___	Concentration or major is required
___	___	___	Distribution among courses (e.g., general education) is required
___	___	___	Pacing of programs is determined by students individually
___	___	___	Course work at several different campuses is possible
___	___	___	Students may earn degree or complete the program entirely on a part-time basis
___	___	___	Comprehensive examination
___	___	___	Other (please specify) _____

10. AGE OF PROGRAM: Check the approximate number of years the program has been in operation.

	Less than one 1	One to two 2	Three to five 3	Six to ten 4	More than ten 5
Program a.	___	___	___	___	___
Program b.	___	___	___	___	___
Program c.	___	___	___	___	___

11. CURRENT ENROLLMENT: Check the estimated maximum number of students actually enrolled in each program for the current academic year.

	Under 25 (1)	25 to 100 (2)	101 to 500 (3)	501 to 1000 (4)	Over 1000 (5)
Program a.	___	___	___	___	___
Program b.	___	___	___	___	___
Program c.	___	___	___	___	___

12. STUDENT AGE: Are most of the students in the program from any particular age group?

a	b	c	
___	___	___	Information unavailable
___	___	___	Primarily 18-22 year olds
___	___	___	Primarily in middle to late 20s
___	___	___	Primarily in 30s and 40s
___	___	___	Approximately equal range of all ages
___	___	___	Other (please specify) _____

13. FINANCING: What is the primary source of funding for the program?

a	b	c	
___	___	___	Primarily through student fees
___	___	___	Primarily institutional subsidy
___	___	___	Primarily foundation or other outside grant
___	___	___	Other (please sperify) _____

14. ATTRITION AND COMPLETION: Approximately what proportion of students who start the program receive a degree?

a	b	c	
___	___	___	Information unavailable
___	___	___	All or almost all
___	___	___	About three-quarters
___	___	___	About one-half
___	___	___	About one-quarter
___	___	___	Few

15. PROBLEMS: Please check any of the following issues which have posed or now pose major difficulties or obstacles for your institution in the development of extended degree programs, opportunities for non-traditional students, or new policies regarding the award and acceptance of credit:

_____ No evident external demand or need for such development

_____ Recruitment of students

_____ Recruitment of appropriate faculty

_____ Inadequate preparation of students

_____ Lack of interest within the institution

(continued on next page)

_____ Faculty resistance

_____ Institution's concern about academic standards

_____ Suspicion of passing fad

_____ Lack of funds

_____ Problems of budget based on FTE units

_____ Problems of communication between adjunct and on-campus faculty

_____ Higher costs to the student relative to conventional programs

_____ Problems of faculty compensation and recruitment

_____ Inadequate or inappropriate counseling and other support services

_____ Difficulty in assessing non-classroom or experiential learning

_____ Lack of standardized or validated examinations or other assessment techniques

_____ Accreditation

_____ Licensing and certification

_____ Employers' concerns about graduates' qualification

_____ Acceptance of graduates into advanced education or graduate schools

_____ Other (please specify) _____

16. EVALUATION: Check all which apply.

_____ No evaluation system at the present time

_____ Evaluation is concerned with student completion of program and satisfaction

_____ Program is evaluated on the same basis as other degree programs on campus

_____ Program has an external evaluator

_____ Program evaluation now underway; results will be available _____(date)

_____ Evaluation includes both process and outcome criteria

_____ Evaluation includes assessment of responses of _____ students _____ faculty _____administrators

_____community, including prospective employers (check all which apply)

_____ Evaluation criteria are linked to program objectives

17. Please identify briefly the critical variables for success of your program (administrative initiative, faculty support, identification of a specific target student population, etc.)

18. ADDITIONAL COMMENTS:

APPENDIX B

EXTENDED DEGREE PROGRAMS IN THE WEST, 1975-76
BY PROGRAM CATEGORY AND BY TYPE OF INSTITUTION

Program Category	Four Year		Two Year	
	Public	Private	Public	Private
OCCUPATIONAL - CAREER				
Medical Technology	1	-	-	-
Public Health	1	-	-	-
Nursing	5	1	1	-
Health Care Administration	2	-	-	-
Criminal Justice	3	1	2	-
Law and Society	1	-	-	-
Education	4	2	-	-
Early Childhood	1	-	1	-
Special Education	-	1	-	-
Urban Education	1	-	-	-
Vocational Education	3	-	-	-
Teacher Education	3	-	-	1
Administration	1	-	-	-
Business	1	2	2	-
Business & Engineering Technology	1	-	-	-
Financial Planning	-	1	-	-
Management	1	1	-	-
Administration	-	4	1	-
Counseling	1	-	-	-
Human Services	1	-	-	-
Alcohol Studies	-	1	-	-
Rehabilitation	-	1	-	-
Restaurant & Hotel Management	1	-	-	-
Management Science	2	1	-	-
Computer Science	1	1	-	-
Public Administration	6	3	-	-
Applied Behavioral Science	-	1	-	-
Applied Science	-	1	-	-
Engineering	4	-	-	-
Environmental Planning	1	-	-	-
Social Ecology	3	-	-	-
Journalism	1	-	-	-
Military Degree	1	-	-	-
Banking and Finance	1	-	-	-
Land Resource Management	1	-	-	-
Surveying	1	-	-	-
Natural Resources	1	-	1	-
Metallurgy	-	-	-	1
Building Technology	-	-	-	1
Electronics	-	-	-	1
Aerospace Marketing & Management	-	1	-	-
Manufacturing Technology	-	-	-	1

(continued next page)

Appendix B (continued)

Program Category	Four Year Public	Four Year Private	Two Year Public	Two Year Private
(Occupational - Career, continued)				
Drafting and Design	-	-	-	1
Automotive Technology	-	-	-	1
Occupational Safety	-	-	1	-
ARTS - SCIENCES				
Liberal Arts	5	7	6	-
Psychology	-	-	2	-
Social Sciences	4	-	2	-
Humanities	1	-	2	-
Mathematics and Science	-	3	-	-
OTHER SPECIFIC				
Women in Transition	-	1	-	-
American Studies	1	-	-	-
Population Dynamics	-	1	-	-
Urban Studies	-	1	-	-
Human Resources Management	-	1	-	-
Resuming Studies	-	1	-	-
New Resources	-	1	-	-
Senior Scholars	-	1	-	-
Washington Public Affairs Center	-	1	-	-
Flexible Education Program	-	1	-	-
Selected Studies	-	-	1	-
Developmental	-	-	1	-
Alternative Studies	-	-	1	-
High School Completion	-	-	1	-
Family Living	-	1	-	-
Outreach	1	-	-	-
GENERAL				
All West Coast Degrees	1	-	-	-
Consortium Degrees	-	-	-	-
All Undergraduate Degrees	1	-	-	-
All MA Degrees	1	-	-	-
Dual Degree	1	1	-	1
Center for Innovative Education	-	1	-	-
Most Programs	1	-	-	-
All Programs	-	-	2	-
Contract Majors	1	-	1	-
AA Degrees	-	-	8	-
Independent Study	-	2	-	-
Nontraditional Degree Programs	-	1	-	-
University Without Walls	-	1	-	-
Coop Work Experience	-	-	1	-
TV Education	-	-	1	-

(continued next page)

Appendix B (continued)

Program Category	Four Year		Two Year	
	Public	Private	Public	Private
(General, continued)				
Retraining	-	-	1	-
Dial-A-Class	-	-	1	-
Life Experience	-	-	1	-
Evening Classes	-	-	1	-
Sacramento Area Center	1	-	-	-
Neighborhood Center	-	-	1	-
Shopping Center	-	-	1	-
Off-Campus	-	-	2	-
Regional Satellite	-	-	1	-
Course Level Examination Program	-	-	2	-
PREP	-	-	1	-
Challenge Exam	-	-	1	-
CSAP	1	-	-	-
SECD	1	-	-	-

APPENDIX C

SUMMARY OF RESPONSES TO QUESTIONNAIRE ITEMS 3-14
BY CATEGORIES OF PROGRAMS
(See Appendix A for Item Wording)

	Total		Occupational Career		Arts and Sciences		Other Specific		General	
N =	184		96		35		21		32	
Item 3 Nontraditional feature	n	%	n	%	n	%	n	%	n	%
1. Type of student	129	70	58	60	30	86	16	76	25	78
2. Location of Instruction	128	70	65	68	28	80	11	52	24	75
3. Method of Instruction	79	43	34	35	16	46	9	43	20	63
4. Content of Program	62	34	29	30	16	46	6	29	11	34
Item 4 Degree-awarding Organization										
1. College or University (single institution)	142	77	70	73	29	83	19	90	24	75
2. Interinstitutional consortium	10	5	6	6	1	3	-	-	3	9
3. State college or university system	19	10	17	18	1	3	-	-	1	3
4. State higher education authority	2	1	2	2	-	-	-	-	-	-
5. Business or industrial Corporation	-	-	-	-	-	-	-	-	-	-
6. Other (please identify type of organization)	9	5	-	-	4	11	1	5	4	12
Item 5 Degree level										
1. Associate degree	58	32	18	19	14	40	7	33	19	59
2. Bachelor degree	81	44	40	42	19	54	9	43	13	41
3. Graduate or professional degree	56	30	41	43	6	17	2	10	7	22
4. Other (please indicate)	14	8	3	3	1	3	4	19	6	19
Item 6 Focus of Programs										
1. Same content as traditional curriculum	103	56	49	51	20	57	11	52	23	72
2. Occupational and career orientation	95	52	57	59	10	29	11	52	17	53
3. General or liberal studies	61	33	11	11	25	71	7	33	18	56

N = Number of programs reported by responding institutions
n = number of programs reported for each item choice
% = n/N x 100

Item 6 (con't) N =	Total		Occupational Career		Arts and Sciences		Other Special Program		General	
	184		96		35		21		32	
	n	%	n	%	n	%	n	%	n	%
4 Social problems (ecology, etc.)	35	19	12	13	7	20	5	24	11	34
5. Other (please indicate content)	27	15	8	8	3	9	7	33	9	28
Item 7 Location of Learning Activity										
1. Main campus	53	29	24	25	10	29	10	48	9	28
2. Regional learning or extension center	42	23	26	27	9	26	3	14	4	12
3. Business or industrial site	21	11	14	15	4	11	1	5	2	6
4. Community center, agency, or library	25	14	16	17	7	20	-	-	2	6
5. Home	12	7	2	2	4	11	1	5	5	16
6. Military bases	24	13	11	11	6	17	4	19	3	9
7. Other (please indicate site)	36	20	18	19	6	17	2	10	10	31
Item 8 Type of student for whom program is designed										
1. Same age students as in conventional programs	74	40	35	36	18	51	5	24	16	50
2. Military personnel	40	22	15	16	17	31	5	24	9	28
3. Special occupational group	101	55	68	71	14	40	5	24	14	44
4. Ethnic minorities	68	37	29	30	18	51	6	29	15	47
5. Housewives and working adults	101	55	44	46	25	71	10	48	22	69
6. Unemployed and economically disadvantaged	48	26	18	19	13	37	6	29	11	34
7. People confined or beyond commuting distance	72	39	35	36	16	46	6	29	15	47
8. Older citizens	33	18	7	7	11	31	6	27	9	28
9. Others (please identify the group)	16	9	5	5	5	14	3	14	3	9
Item 9 Curricular options or requirements										
1. Credit for prior work or life experience	62	34	22	23	17	49	7	33	16	50
2. Flexible scheduling of classes or learning activities	118	64	56	58	21	60	15	71	26	81

Item 9 (con't) N =	Total 184		Occupational Career 96		Arts and Sciences 35		Other Special Program 21		General 32	
	n	%	n	%	n	%	n	%	n	%
3. Students may begin the program at any time (as opposed to start of term only)	54	29	19	20	7	20	11	52	17	53
4. Students design their own unique programs	50	27	15	16	14	40	9	43	12	38
5. Most or all of the curriculum is structured or prescribed	120	65	71	74	15	43	13	62	21	66
6. Learning contracts are devised between students and faculty	48	26	17	18	8	23	8	38	15	47
7. Concentration or major is required	130	71	82	85	19	54	12	57	17	53
8. Distribution among courses (e.g., general education) is required	98	53	46	48	23	66	11	52	18	56
9. Pacing of programs is determined by students individually	74	40	26	27	17	49	14	67	17	53
10. Course work at several different campuses is possible	95	52	46	48	21	60	10	48	18	56
11. Students may earn degree or complete the program entirely on a part-time basis	154	84	77	80	31	89	21	100	25	78
12. Comprehensive examination	39	21	25	26	7	20	2	10	5	16
13. Other (please specify)	18	10	4	4	7	20	2	10	5	16
Item 10 Age of program										
1. Less than one	36	20	24	25	6	17	3	14	3	9
2. One to two	54	29	34	35	7	20	7	33	6	19
3. Three to five	63	34	31	32	13	35	7	33	12	38
4. Six to ten	23	13	5	5	7	20	3	14	8	25
5. More than ten	5	3	-	-	2	6	1	5	2	6
Item 11 Current Enrollment										
1. Under 25	38	21	19	20	8	23	6	29	5	16
2. 25 to 100	68	37	44	46	15	43	6	29	3	9
3. 101 to 500	53	29	28	29	5	14	6	29	14	44

Item 11 (con't) N =	Total		Occupational Career		Arts and Sciences		Other Special Program		General	
	184		96		35		21		32	
	n	%	n	%	n	%	n	%	n	%
4. 501 to 1000	12	7	3	3	6	17	1	5	2	6
5. Over 1000	11	6	1	1	1	3	2	10	7	22
6. no response	2	1	1	1	-	-	-	-	1	3
Item 12 Student Age										
1. Information unavailable	4	2	1	1	-	-	-	-	3	9
2. Primarily 18-22	9	5	7	7	-	-	1	5	1	3
3. Primarily in middle to late 20's	40	22	20	21	7	20	8	38	5	16
4. Primarily in 30's and 40's	92	50	60	64	16	46	4	19	12	38
5. Approximately equal range of all ages	22	12	3	3	8	23	6	29	5	16
6. Other (please specify)	14	8	3	3	4	11	2	10	5	16
7. No response	3	2	2	2	-	-	-	-	1	3
Item 13 Financing										
1. Primarily through student fees	93	51	59	61	19	54	7	33	3	25
2. Primarily institutional subsidy	47	26	19	20	11	31	6	29	11	34
3. Primarily foundation or other outside grant	14	8	7	7	2	6	2	10	33	9
4. Other (please specify)	24	13	8	8	3	9	5	24	3	25
5. No response	6	3	3	3	-	-	1	5	2	6
Item 14 Completion rates										
1. Information unavailable	87	47	44	46	16	46	13	62	14	44
2. All or almost all	36	20	22	23	8	23	2	10	4	12
3. About three-quarters	33	18	19	20	9	26	2	10	3	9
4. About one-half	16	9	6	6	1	3	3	14	6	19
5. About one-quarter	2	1	-	-	1	3	1	5	-	-
6. Few	1	1	-	-	-	-	-	-	1	3
7. No response	9	5	5	5	-	-	-	-	4	12

APPENDIX D
NUMBER OF PROGRAMS BY RESPONSE OPTION
AND INSTITUTIONAL TYPE*

Item 3: NON-TRADITIONAL FEATURES**

	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institution				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
Feature	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Type of Student	33	20	4	1	9	12	9	-	1	6	9	0	6	9	16	1
Location of Instruction	40	18	6	1	9	9	10	0	-	3	8	0	5	7	11	1
Method of Instruction	19	13	1	1	6	5	5	-	1	2	6	0	6	6	7	1
Content of Program	14	13	-	2	5	9	2	-	1	0	5	0	1	6	3	1
Total	57	23	11	4	11	13	10	-	2	8	11	0	6	9	16	1

Item 4: DEGREE-AWARDING ORGANIZATION

	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institution				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
Organization	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Single Institution	37	23	6	4	10	12	7	0	2	8	9	0	6	8	10	-
Consortium	6	-	-	-	1	-	-	0	-	-	-	0	0	2	-	1
State System	14	-	3	-	1	-	-	0	-	-	-	0	0	-	-	-
Higher Education Authority	2	-	-	-	-	-	-	0	-	-	-	0	0	-	-	-
Other	-	-	-	-	-	-	4	0	-	-	1	0	6	9	16	1
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1

*The entry in each cell indicates the number of programs for which no response option (extreme left column) is a characteristic

**See Appendix A for full wording of items

APPENDIX D (continued)

Item 5: DEGREE LEVEL

Degree Level	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institution				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
Associate	1	3	10	4	1	3	10	0	-	1	6	0	1	3	14	1
Bachelor's	29	10	-	1	7	12	-	0	-	2	-	0	4	2	-	1
Graduate or Professional	29	12	-	-	2	4	-	0	-	-	4	0	-	1	5	-
Other	-	2	1	-	-	-	1	0	-	-	4	0	-	1	5	-

Item 7: PRINCIPAL LOCATION OF LEARNING ACTIVITIES

Location	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institut				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
Main Campus	10	6	5	3	3	7	-	0	2	4	4	0	3	2	4	-
Regional Center	18	4	3	1	4	1	4	0	-	2	1	0	-	-	3	1
Business Site	7	7	-	-	1	2	1	0	-	-	-	0	-	-	1	1
Community enter	10	3	3	-	2	2	3	0	-	-	-	0	-	-	2	-
Home	-	1	-	1	3	1	-	0	-	1	-	0	-	2	2	1
Military Base	8	1	2	-	1	-	5	0	-	1	3	0	1	1	1	-
Other	12	4	2	-	4	-	2	0	-	-	2	0	3	4	2	-

Item 8: TYPES OF STUDENTS FOR WHOM THE PROGRAM IS DESIGNED

Student Type	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institution				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
As in Conventional Programs	21	5	6	3	5	6	7	0	-	-	5	0	2	4	10	-
Military	10	3	2	-	3	3	5	0	-	1	4	0	3	3	3	-
Special Occupational	45	16	4	3	3	9	2	0	2	2	1	0	3	4	6	1
Ethnic Minorities	22	1	5	1	5	8	5	0	2	1	3	0	3	4	7	1
Housewives and Working Adults	28	12	3	1	10	10	5	0	2	5	3	0	6	7	9	-
Unemployed and Economically Disadvantaged	14	-	4	-	5	5	3	0	2	1	3	0	2	3	6	-
People Confined or Beyond Commuting Distance	26	2	6	1	7	4	5	0	-	1	5	0	3	3	8	1
Older Citizens	6	-	1	-	3	5	3	0	-	3	3	0	2	2	5	-
Others	3	2	-	-	-	2	3	0	-	-	3	0	-	-	3	-

APPENDIX D (continued)

Item 10: AGE OF PROGRAM

Age of Program	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institution				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
No Response	2	-	-	-	-	-	-	0	-	-	-	0	-	-	1	
Less Than One Year	16	7	1	-	3	3	-	0	-	-	-	0	-	-	1	-
One to Two Years	21	9	4	-	5	-	2	0	1	3	3	0	1	2	2	1
Three to Five Years	15	6	5	4	2	6	4	0	1	3	3	0	3	1	4	-
Six to Ten Years	3	1	1	-	-	4	3	0	-	-	3	0	3	1	4	-
More Than Ten Years	-	-	-	-	1	-	1	0	-	1	-	0	-	1	1	-

Item 11: CURRENT ENROLLMENT

Enrollment	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institution				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
No Response	1	-	-	-	-	-	-	0	-	-	-	0	-	-	-	1
Under 25	6	7	6	-	4	2	2	0	1	-	5	0	-	3	2	-
25 to 100	31	8	2	3	5	7	2	0	1	5	-	0	1	2	-	-
101-500	19	5	2	1	2	2	1	0	-	3	3	0	4	2	7	1
501 to 1000	-	3	-	-	-	2	4	0	-	-	1	0	-	-	2	-
Over 1000	-	-	1	-	-	-	1	0	-	-	2	0	1	2	-	-

Item 12: STUDENT AGE

Student Age	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institution				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
No Response	2	-	-	-	-	-	-	0	-	-	-	0	-	-	1	-
Information Unavailable	-	-	1	-	-	-	-	0	-	-	-	0	-	1	2	-
Primarily 18-22 Year Olds	2	1	1	3	-	-	-	0	-	-	1	0	-	1	-	-
Primarily in Middle to Late 20's	10	3	6	1	2	1	4	0	2	1	5	0	2	1	2	-
Primarily in 30's and 40's	42	14	3	-	7	6	2	0	-	4	-	0	3	5	3	1
Approximately Equal Range of All Ages	-	3	-	-	1	3	4	0	-	1	5	0	-	-	5	-
Other	1	2	-	-	1	3	-	0	-	2	-	0	1	1	3	-

Item 13: PRIMARY SOURCE OF FUNDING

Funding	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institution				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
No Response	2	1	-	-	-	-	-	0	-	1	-	0	-	-	2	-
Student Fees	35	19	2	3	5	13	1	0	-	7	-	0	2	6	-	-
Institutional Subsidy	14	-	5	-	6	-	5	0	1	-	5	0	3	-	8	-

(continued next page)

Item 13: PRIMARY SOURCE OF FUNDING (continued)

	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institution				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
Funding	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Foundation or Outside Grant	2	1	3	1	-	-	2	0	1	-	1	0	-	1	1	1
Other	4	2	1	-	-	-	2	0	-	-	5	0	1	2	5	-

Item 14: COMPLETION RATES

	OCCUPATIONAL - CAREER PROGRAMS				ARTS - SCIENCES PROGRAMS				OTHER SPECIFIC PROGRAMS				GENERAL PROGRAMS			
	Type of Institution				Type of Institution				Type of Institution				Type of Institution			
	Four Year		Two Year		Four Year		Two Year		Four Year		Two Year		Four Year		Two Year	
Completion	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total	57	23	11	4	11	13	10	0	2	8	11	0	6	9	16	1
No Response	5	-	-	-	-	-	-	0	-	-	-	0	1	1	2	-
Information Unavailable	27	10	6	-	7	1	7	0	2	4	7	0	2	3	9	-
All or Almost All	13	5	-	4	2	6	-	0	-	1	1	0	1	2	1	-
About Three-Quarters	9	5	5	-	2	5	2	0	-	-	2	0	2	-	1	-
About One-Half	3	3	-	-	-	1	-	0	-	-	1	0	-	-	-	-
About One-Quarter	-	-	-	-	-	-	1	0	-	-	1	0	-	-	-	-
Few	-	-	-	-	-	-	-	0	-	-	-	0	-	-	1	-